DOCUMENT RESUME

ED 143 833 95 CE 012 416

TITLE	Dialogue. Career Education Mini-Conferences for Associations. Final Report.
INSTITUTION	Applied Management Sciences, Inc., Silver Spring, Md.
SPONS AGENCY	Office of Career Education (DHEW/OE), Washington, D.C.
PUB DATE	May 77
CONTRACT	300-76-0391
NOTE	227p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-01729-6)
EDRS PRICE	MF-$0.83 HC-$12.71 Plus Postage.
DESCRIPTORS	*Career Education; Community Cooperation; Conference Reports; Educational Legislation; Inservice Education; Leadership Responsibility; Minority Groups; *Professional Associations; *Teacher Associations; Teacher Participation

ABSTRACT

Proceedings of nine "mini-conferences" (each consisting of four representatives from each of three associations) on career education held during the period January-April, 1977, are contained in this report. Also included are a series of statements/documents prepared independently by association subcommittees. Various issues of concern to the participants are listed for each conference, followed by a dialogue directed toward specific issues selected for discussion. Major themes include defining career education and related terms; teacher involvement in career education; community collaboration in career education; career education legislation; suggestions for association involvement in career education; leadership roles in career education; inservice education in career education; and career education for special groups. A list of the 27 associations and a roster of participants appear at the end of the report. (BL)

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ED143833

dialogue

career education mini-conferences for associations

final report

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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Prepared for

The Office of Career Education
United States Office of Education

HEW 300-76-0391

Developed by

Applied Management Sciences, Inc.
962 Wayne Avenue
Silver Spring, Maryland 20910

May, 1977

CE 012 416

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Washington, D.C. 20402

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ACKNOWLEDGEMENTS

This series of career education mini-conferences aimed at association practitioners opened up an area of career education which had heretofore not been in the "limelight." It was clear from the first conference, though, that the participants were not newcomers to career education. The insights, ideas and problem solving techniques which each participant brought to the conferences have gone a long way in furthering career education within associations. We are grateful to the participants for coming together and talking about career education.

Many people had responsibility for the development of the mini-conferences. Dr. Kenneth Hoyt not only led the conferences but brought out the best in all who attended. We are grateful for the opportunity of working with him and learning from him. Terry Newell of the Office of Career Education served as the Program Officer and we thank him for his counsel. Wendy Dellefield, Anna Beth Payne and John Salitrik of Applied Management Sciences all worked diligently in putting the conferences together and reporting on them. Other staff members who provided valued and important support services include: Judy Manning (graphics); June Hamning, Leslie Greenberg, Winnie McMahon and Mary Tenney (typing), and Jerrold Marans (accounting). In addition, the conference staff at the Bethesda Holiday Inn is to be commended for their efficient and professional service.

It has been a pleasure to work with each of you.

Phylis O. Greenfield
Project Director
Career Education Mini-Conferences
for Associations

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executive summary

In the winter of 1977, nine career education mini-conferences were conducted by Dr. Kenneth B. Hoyt, Director of the Office of Career Education, United States Office of Education. These conferences, each two days in length, ran from mid-January through the beginning of April and were entitled Career Education Mini-Conferences for Association Practitioners. The meetings were organized and managed by Applied Management Sciences, Inc., of Silver Spring, Maryland.

The objectives for the conferences set forth by the Office of Career Education were first, to solicit reactions of a wide variety of associations to the U.S. Office of Education's career education policies and second, to obtain systematic consultative assistance from these associations. The importance of securing such assistance lies in the U.S. Office of Education's belief that the support and involvement of associations will strengthen the overall success of the career education movement.

Each of the twenty-seven associations (listed at the end of this summary under Participating Associations) was invited to participate by establishing a Career Education Study Committee made up of at least four association members. The autonomy of each Study Committee was preserved through the association's appointment of its own representatives and through the establishment of Study Committee objectives determined by each association without U.S. Office of Education involvement. Each Study Committee met twice under U.S. Office of Education support to address their objectives and once as individual career education mini-conference participants.

Three Association Study Committees with similar interests were invited to each mini-conference. Early during the first day of each conference, the participants raised issues about career education which most concerned them as individual educators and as association representatives. A number of these issues, and others which arose as being of interest to the whole group, were then discussed.

While each group raised very different sets of questions, certain major themes emerged with regularity at many of the conferences. These issues included:

- Defining career education and related terms;
- Teacher involvement in career education;
- Community collaboration in career education;
- Career education legislation;
- Suggestions for association involvement in career education.

In the section below, the discussion of each of these issues is briefly reviewed.

Defining Career Education

A number of the difficulties in defining career education were identified. One common problem is the continuing confusion between career education and vocational education. One group noted that career education can be considered as prevocational in that it helps the individual make decisions that lead to skill training. At the same time, career education has been defined so broadly as to encompass all of education. Along with this wide range of definitions, a confusion appears concerning the definition of work used by career educators. The common understanding of work includes paid employment and the necessity for required activities that the worker may not wish to perform. In contrast, many participants agreed that work includes volunteer work as well as leisure activities.

Several groups made recommendations about career education terminology and definitions. Terms that some felt could be substituted for career education include: achievement education, accomplishment centered education or career and personal achievement education. Another suggestion was to redefine work as exerting human energy towards multiple purposes.

Two conceptual approaches to defining career education were also discussed. One approach looks at the relationship between the goals of American education and career education. This goal-oriented career education model has three avenues for teaching: congruence, subject-based overlap and career-based overlap. In the congruence model, the subject area goal and the career goal are identical. In the subject-based overlap model, the subject matter is enriched by a career-oriented activity. Finally, in the career-based overlap model the focus is on career
matter goals are infused.

The second conceptual approach is to view "career" in terms of developmental stages (i.e., awareness, exploration, planning, decision-making, preparation, etc.). While career education encompasses all these stages, it is also: a fusion of academic and vocational education; a fusion of guidance and instruction; and the systematic use of the community as both an instructional resource and an instructional agent.

Teacher Involvement in Career Education

Participants agreed that teacher involvement in career education is necessary. At several conferences, some of the problems in gaining this involvement were enumerated. At the K-12 level, resistance comes from teachers who perceive career education as something to be added to the curriculum rather than something to be infused into the subject matter.

According to one group, teacher misunderstanding presents problems: some teachers are unfamiliar with the major goals of education and therefore find it difficult to understand the goals of career education. At the postsecondary level, liberal arts faculty fear that career education will lead to early channeling of students into occupational choices. Vocationalization of the liberal arts is also resisted.

Several groups made recommendations for overcoming this resistance and for enlisting teacher support. Since teachers are concerned with professional enhancement, effective reward systems might include: mini-grants for research, resources for materials development, time for planning a career education approach and released time for inservice training. Liberal arts faculty could be encouraged to write scholarly articles on career education. Faculty members could also receive funding to do marketing studies on the need for graduates in various disciplines, as well as for conducting follow-up studies on graduates.

Once teachers and faculty become interested in career education, they need to know what to do. One group suggested that teachers use the concept of work to motivate the student. The participants noted that the careers emphasis could be on the immediate work of the student. At the same time, the teacher would demonstrate not only the immediate utility of the subject matter, but could discuss long-term utility, if practical. Other participants indicated that career education might vary from discipline to discipline. For example, foreign language teachers can stress the value of a second language as an adjunct skill in many occupations. Social studies teachers, on the other hand, might stress decision-making skills. Many liberal arts faculty are now emphasizing the career implications of their disciplines. In addition, faculty need to point out the useful skills which are developed in a liberal education. Finally, faculty need to become responsive to student needs, as perceived by the society and the students.

Community Collaboration in Career Education

Several groups noted that career education requires community collaboration. Collaboration implies that the schools are not looking for substitutes for their programs, but, rather, they are looking for supplements to them. At the K-12 level, many felt that the school should be the coordinating body. However, input from the different parts of the community, including parents, business, labor, industry, minorities, etc., is necessary. This requires that the community become informed, which implies constant communication between school boards and the public.

One of the problems in collaboration arises with work experience programs. Students in these programs need to be supervised by both the employer and a certified educator. At both the K-12 and the postsecondary level, there is also the need to insure that the employer-supervisor is qualified to supervise students. Nevertheless, several participants agreed that each of the community components should be actively involved as instructors and/or partners in a collaborative process for career education in higher education. Despite the problems, two aspects of work experience programs bind the community together in the career education process: the attempt to bring a greater balance between information and experience, and the concept of application as the culmination of learning.

Career Education Legislation

At the same time the mini-conferences were being conducted, hearings were being held on the Elementary and Secondary Career Education Act of 1977, H.R. 7, in the House of Representatives. Several groups discussed specific provisions in this legislation. One concern was the method of granting funds to local education agencies. Provisions should be incorporated for funding small districts without large resources as well as basing the funding upon population. Several groups agreed that legislation should provide support for staff development rather than equipment. While many participants felt that a career education coordinator is needed, others were concerned that legislation requiring this might lead to graduate programs in career education and certification of career education personnel. Another problem with requesting a new position is that it may require the expenditure of funds when other school programs are being cut back.

Several groups agreed that legislation should not be limited to K-12 schools. The role of the family should be emphasized. In order to reach the total community, support for library involvement in career education should be included. Legislation for career education at the postsecondary level is also necessary. One group noted that any new legislation providing for new services at the K-12 level should contain guidelines for higher education to produce teachers to implement the programs. In addition, the value of the career counseling and placement function should be recognized. Several groups agreed that many higher education institutions are ready for career education implementation. However, demonstration funds are still needed for some institutions. Further, demonstration projects need to receive implementation funds for two years in order for the projects to survive.

Suggestions for Association Involvement in Career Education

A number of roles for associations that are supportive of career education were identified. These include:

- Providing consultative services to the Office of Career Education and to State Education Agencies;
- Collecting and disseminating career education information;
- Establishing a task force which would develop recommendations for activities for members;
- Developing a teacher's handbook;
- Examining alternative careers available to professional association members;
- Describing ways in which the subject matter contributes directly to career skills;
- Working with the U.S. Office of Education to publish teacher-made career education materials;
- Establishing better communication links between the U.S. Office of Education and associations regarding career education materials;
- Utilizing a Center for Information, Technical Assistance and Training to provide assistance in career education;
- Sponsoring national conferences on career education;
- Issuing special career education editions of professional journals;
- Providing career education exhibits at national conventions;
- Encouraging State conferences on career education;
- Publishing position papers and monographs on the role members have in career education;
- Examining ways in which career education can be implemented in the community;
- Becoming involved in supporting legislation for career education;
- Studying measurement problems in career development.

Other Issues

Other issues which were discussed in-depth at several conferences were:

- Leadership roles in career education
- Inservice education in career education
- Career education for special groups

The Leadership Role in Career Education

As one group pointed out, there are a number of "gatekeepers" for career education including superintendents, politicians and education associations. The leadership role these and others must take was discussed by several groups. At the Federal level, educational programs are now administered by several agencies. One suggestion for coordinating and consolidating these efforts was to establish a separate U.S. Department of Education. Another suggestion was for the U.S. Office of Education to encourage collaboration by sponsoring mini-conferences for the various agencies involved in career education. At the State level, each State should determine its own need for a Career Education Coordinator. One group felt that a local coordinator is usually needed who could work with several schools and possibly with several school districts. Finally, at the building level, a number of options are available. The principal could be the coordinator to insure that everyone gets involved. If an interested teacher provides the leadership, he/she can motivate other teachers. A third choice is to delegate different aspects of career education to different people, which might emphasize that everyone can get involved.

Inservice Education

Those groups which discussed inservice education in career education agreed that the emphasis should be on providing information about how to implement career education. The focus should be to demonstrate how a career emphasis can help the student learn more subject matter. The inservice training itself should be experiential in nature. That is, teachers are given new experiences and then think about how they will alter their teaching based on these experiences. The training should be task-oriented if any implementation in the classroom is expected to occur. Finally, inservice education should involve teachers, counselors, parents and members of the community. Each of these groups needs to determine ways in which they can help meet the needs of students.

Career Education for Special Groups

The special career education needs for adults, women, minorities and the handicapped were discussed at several conferences. One problem in providing career education for adults is the wide variety of adult groups that are served by adult education. This variety is seen in the large age-span of adults, the number of adult education settings and the differing needs of groups such as the retired adult, the woman entering the labor market and the adult needing basic education. With regard to women and minorities, career educators need to be especially sensitive to stereotyping problems. Two changes are needed: a climate which will encourage people to implement affirmative action programs and the encouragement of women and minorities to seek training. Finally, the stereotyped view of the handicapped needs to be changed. The career education needs of the handicapped need to be identified, and the work toward meeting them should begin.

Conclusions

The associations which participated in the career education mini-conferences were all involved in different areas of education. However, through their participation and discussions, they have expressed an interest in the goals of career education. More significantly, the participants indicated a willingness to work to improve career education so that it can better meet the needs of the students, the schools and the community.

PARTICIPATING ASSOCIATIONS

Adult Education Association of the U.S.A. (AEA)

American Alliance for Health, Physical Education and Recreation (AAHPER)

American Association of Colleges for Teacher Education (AACTE)

American Association of Community and Junior Colleges (AACJC)

American Association of School Administrators (AASA)

American Association of State Colleges and Universities (AASCU)

American Council on the Teaching of Foreign Languages (ACTFL)

American Federation of Teachers (AFT)

American Library Association (ALA)

American Personnel and Guidance Assocation (APGA)

American Vocational Association (AVA)

Association for Supervision and Curriculum Development (ASCD)

College Placement Council (CPC)

Council for Exceptional Children (CEC)

Education Commission of the States (ECS)

National Art Education Association (NAEA)

National Association of Elementary School Principals (NAESP)

National Association of Secondary School Principals (NASSP)

National Association of State Boards of Education (NASBE)

National Audio-Visual Association (NAVA)

National Business Education Association (NBEA)

National Council for the Social Studies (NCSS)

National Council of Teachers of English (NCTE)

National Council of Teachers of Mathematics (NCTM)

National Education Association (NEA)

National School Boards Association (NSBA)

National Science Teachers Assocation (NSTA)

introduction

This Report reflects the content of nine "mini-conferences" on career education held during the period January-April, 1977. In addition, it contains a series of statements/documents prepared independently by sub-groups involved in various "mini-conferences." The "mini-conference" notes will hopefully reflect the discussions that took place during each "mini-conference." The association reports reflect actions taken by those "mini-conference" participants representing each such association as a result of their participation in this activity.

The Report must be viewed in relationship to prior OCE "mini-conferences." A total of 63 such "mini-conferences" (including the nine included in this Report) have been held during the period between June, 1974 and April, 1977. These 63 "mini-conferences" have been organized around several rubrics including: (a) Local career education coordinators; (b) State coordinators of career education; (c) "Actors" in career education; (d) Career education for special portions of the population; and (e) Career education in postsecondary education settings. This Report adds a sixth generic topic; namely (f) Career education as viewed by selected professional education associations.

Each of these 63 "mini-conferences" has been planned to accommodate approximately 12 persons. The basic purpose of each is to provide the Director, Office of Career Education (OCE), with advice and suggestions relative to OCE policies and actions. In each "mini-conference," the participants identify the key issues involved, select those they want to discuss in detail and participate in the discussion. The Director, OCE, serves primarily as a listener and "note-taker" without trying to lead or to influence the discussion. (Sometimes, to be sure, the biases of OCE's Director creep into the discussion, but this is not a planned part of any "mini-conference.") The nine "mini-conferences" whose notes are included in this Report are identical to all previous "mini-conferences" in terms of this general statement of purpose and format.

They differ, however, in two very significant ways from any of the previous "mini-conferences" in the series. First, participants in each of these nine "mini-conferences" were selected by the associations they represent, not as a result of a nationwide "nomination process" for individuals (that had been used for all others). Second, each sub-group of association representatives was encouraged to meet for four full days by itself and to prepare a report of these independent deliberations for inclusion in this Report. (In prior "mini-conferences," individual participants were encouraged to make some of their own career education materials part of the Report but were never asked to prepare a separate report nor to meet independent of the "mini-conference" itself.)

Obviously, it was impossible to include more than a small percentage of the many professional education associations in this set of "mini-conferences." The first decision made, in planning for this series, was to invite each association to name four persons to attend a "mini-conference," thus making it possible to accommodate persons representing three associations at each "mini-conference" without making the total number of persons greater than twelve. Second, a decision was made to try to select, from the hundreds of associations involved, those (a) with the broadest possible membership and (b) containing members most apt to be actively engaged in career education, or, at least, vitally concerned with the topic.

As a result of this second decision, many potentially valuable specific associations were eliminated and broader associations to which many of their members belong were used instead. For example, the American Personnel and Guidance Association was invited but the National Vocational Guidance Association was not; the Council For Exceptional Children was invited but the Association For the Gifted was not; and the American Vocational Association was invited but the American Industrial Arts Association was not. It is obvious that much valuable advice was lost because of our inability to invite more specific education associations to participate. We regret this very much.

Career education, to be sure, is best thought of as a collaborative effort involving the broader community as well as the formal education system. At the same time, unless persons representing various disciplines within the formal education system are willing to commit themselves to internal changes, the broader community collaborative effort cannot hope to succeed. Thus, this set of "mini-conferences" was devised for purposes of listening to persons representing various disciplines and factions within the formal education system as represented by selected key professional education associations. Because most of the career education activity, to date, has taken place at the K-12 level, eight of the nine "mini-conferences" in this series were designed to include persons from associations primarily concerned with this level of education. The final "mini-conference" in this series, however, was designed to accommodate views of three key professional education associations operating at the postsecondary level.

In approaching each of these professional education associations, an attempt was made to make it clear that its participation in this effort was, in no way, designed to require - or even to imply - that the association itself should, in any way, be favorably inclined toward the career education concept. Further, while each association was asked to name four of its members as "mini-conference" participants (and thus as members of the association's "career education study committee"), it was made clear that those persons were not being asked by OCE to speak formally on behalf of the association from which they came. That is, each was a "representative" of a particular association, but none was asked by OCE to "represent" the association that named her/him as a participant in this effort.

The results of the "mini-conferences" themselves are best seen by studying the notes taken by the OCE Director at each session. These notes are divided in two major portions including: (a) a list of issues participants in the "mini-conference" felt were germane; and (b) a discussion of selected issues by participants. Many readers will find the list of issues at least as valuable as the notes summarizing participant views on those issues they selected for intensive discussion. Each participant was sent a set of initial notes prepared by the OCE Director during the "mini-conference" and given an opportunity to edit them. The notes contained in this Report are "as edited" by the participants. (Usually, little, if any, editorial changes were made).

The various "Association Study Group" reports contained in this document represent the joint efforts of each such study group. They should not be considered as representing the official position of the particular association involved. If any of these associations choose to adopt their study group's statement as official policy, they will undoubtedly publish it independently. No association endorsement of any part of this Report should be inferred.

Both the "mini-conference" notes and the several association study group reports found in this document have provided OCE with a great deal of valuable advice and suggestions for action. Moreover, they have provided insights into the thinking and operational concerns of persons representing a wide variety of professional associations. The persons named by each association were not "required" by OCE to be career education experts, but, by and large, they were. That should be evident to any who study these notes carefully. Participants worked very hard in each "mini-conference," far exceeding even the optimistic hopes of OCE that were present prior to the time they were held. The various association study groups were, as can be seen in their reports, similarly diligent and conscientious in their efforts. The Office of Career Education wishes to express its deepest thanks and appreciation to each participant in this series of "mini-conferences."

Similar expressions of thanks and appreciation must go to Ms. Phylis Greenfield, Ms. Anna Beth Payne, Ms. Wendy Dellefield, and Mr. John Salitrik of Applied Management Sciences, Inc., our Contractor for these "mini-conferences." These persons assumed responsibility for making all of our association contacts, for helping participants in travel arrangements, for housing and meal functions associated with each "mini-conference," for serving as liaison with each association study group and for producing this Report. Without the patience, professional commitment and expertise of these persons, this Report would simply have not been possible.

It is my hope that readers of this Report will find much here that will stimulate them to think more deeply about career education. Before long, I plan to translate the rough notes found in this Report into more readable narrative form and publish them as OCE monographs. Until that time comes, perhaps these rough notes will suffice.

Kenneth B. Hoyt
Director, Office of Career Education
United States Office of Education

association mini-conferences

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aeanavanasspg
nasbecpcnbea
ascdecsnaesps
cecncteaactfle
naeaavaaascue
aactenstaaftm
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nasbecpcnbea
ascdecsnaesps
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ASSOCIATION MINI-CONFERENCE: AFT/ASCD

January 18-19, 1977

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Issues Raised By Participants

1. Is "career education" really something new in education?
2. Why is the word "career" needed? Aren't we really talking about good education?
3. Is career education process or curriculum?
4. Is there a danger of the career education "bureaucracy" harming local operations?
5. Isn't career education as a "vehicle for reform" a dangerous assumption to make?
6. Is part of the "hidden agenda" behind career education the creation of a vehicle for solving economic and unemployment problems of society?
7. How can we avoid the danger of using career education as "social engineering" rather than as something designed to meet the needs of individuals?
8. How can discrepancies between what education says and what it does be resolved?
9. Would career education do better to use academic outcomes as criteria rather than a special set of "career education outcomes?"
10. How can career education be financed? How should it be financed?
11. What relationships exist among career education, vocational education and industrial arts? The issue is one of efficiency versus political expediency.
12. How does the concept of collaboration work in terms of role assignments?
13. How can support for career education be marshalled both from education associations and from non-education groups and organizations?
14. Can the current confusion regarding the meaning of "career education" be reduced?
15. Does career education limit or enhance student growth? Are we pushing too much toward giving students only a single vocational skill?
16. What relationship does "career education" have to the concept of "leisure?"
17. Should graduate degrees in career education be opposed?
18. How can we avoid the danger of career education undermining the intrinsic reasons for studying any given set of knowledge?
19. How can the influence of big business on career education be minimized? How can we take greater advantage of small business as partners in career education?

20. To what extent should career education seek to broaden current professional areas of study so as to include a humanistic approach?

21. How can we avoid the potential danger of turning our universities into vocational schools, that is, avoid a de-emphasis on the liberal arts and humanities?

22. How does career education relate to the concept of lifelong learning? What are mid-career changes implying for career education? Career education for adults and out-of-school youth?

23. How could basic substance from the field of organized labor be infused into the curriculum as, for example, the "big business" point of view already is?

24. Should there be "labor schools" analogous to "business schools" as separate parts of a university?

25. What is the proper role of work experience in career education? Is there a danger that work experience will act as a negative image of career education?

Discussion of Issues

Issue: Possible dangers of career education exerting a negative influence on the humanities

A. Introductory remarks

1. Fran: Business and industry should be promoting the humanities, not knocking them. The humanities are useful. Thus it is wrong for business representatives to turn the liberal arts major away.

2. Neal: We are currently experiencing difficulty in finding jobs for new Ph.D.s in history. The apparent available alternatives are:

   a. Change our curriculum to include an emphasis, say, on "history management," "historical preservation," etc., to make it look more "job" oriented.

   b. We could simply continue to let the marketplace operate as it currently does. If we change current curriculum to add an emphasis on something like "historical preservation," then obviously something within our current curriculum must be dropped. What, if anything, to drop is a central question.

   c. Business needs to realize that there is job potential in the academic areas.

B. Career education and the liberal arts

1. Fran: We could, with little difficulty, educate, say, the History major so that she/he will understand how the liberal arts could be used in the world of paid employment, but the problem is business doesn't understand it. What good will it do to help our students understand how their liberal arts skills could be utilized if business won't hire them and give them a chance to demonstrate ther usefulness?

2. Bill: Education can best serve to educate people to be learners and not to educate them for entry into the labor market. Right now, the pendulum has swung too far towards the schools getting people ready for work instead of getting ready to be learners. Business/labor/industry expect the public school to do the job training for them.

3. Don: We need to decide what is needed in education as well as when, where and for what purpose it is needed. Many educators contend that the liberal arts are important for filling self-fulfilling needs of individuals while, at the same time, admitting that liberal arts do not help the graduate enter business. The question is, what's wrong with that? Shouldn't it be O.K. if the liberal arts graduate elects to do piece work in a factory and uses the liberal arts to become a more self-fulfilled person? Would we say the liberal arts education has been "wasted" if this were to occur?

   a. Neal: Realistically, the Ph.D.s in history will value the work they do more if it involves the use of history rather than if it does not.

   b. Mayer: Can we not think it reasonable that some people may choose to major in history simply because they want to know history and not because they want to use it? Our primary goal must be to broaden the person, not to prepare the person for work. We need to avoid tracking people.

   c. Don: Our societal values seem to be saying that it's laudable to seek to broaden yourself through education if you're already established in the world of paid employment, but if you aren't yet employed you should put your first priority on getting ready to enter the world of paid employment. Because such societal values aren't logical doesn't mean they don't exist.

C. Suggestions

1. Current trends toward declining enrollments at both the secondary and higher education levels are putting a great deal of pressure on the elective courses to compete with each other for students. Each department is trying to talk students into taking its courses. Fortunately or unfortunately (depending on one's point of view), those teachers

who are successful in showing students how their teachers might be helpful in future employment seem to be drawing students from others who don't, or can't, do so.

a. Dennis: With the growing proportion of evening students, enrollments in foreign language classes were dropping, and our language teachers were faced with losing their jobs. In response to the situation they designed three brochures showing the career implications of foreign languages. By using them, enrollment doubled in one year.

b. Mayer: We need to clearly define "career" so that business won't think it means specialization. Of 350 faculty members on one campus, 105 (all from the liberal arts) were dismissed last year. This has left no elective course in the liberal arts - only those basic courses required of all students. What a shame!

2. Debra: Educators, business and policy makers need to be apprised of what career education is all about.

Issue: The meaning of career education versus the meaning of education

A. Introductory remarks

1. Don: After studying the literature on career education, it impresses me that the word "career" may be superfluous. Isn't career education just good education?

2. Debra: Career education means preparation for work, with work encompassing many different life roles.

3. Fran: Career education is fighting a losing battle in its attempts to change the general public's understanding of the meaning of the word "work." To the general public, it means "job," and it will continue to carry that meaning.

4. Fran: At the postsecondary level, it's very hard to sell the concept of "total lifestyle" or "totality of experiences" (as in the Office of Education definition of career education). Faculty members tend to think in terms of specific disciplines as they affect students, but not in terms of the student's "totality of experiences." This makes it difficult for themselves when talking about "career education."

5. Gene: Any term we try to substitute for "career education" would give equally great problems in terms of gaining public understanding. Why not simply accept the Office of Education definition and ask the association to help publize this view?

6. Debra: In North Carolina, I have problems clarifying the distincition between career education and vocational education.

B. Alternative terminology

1. Alternative terms that could be used in place of the term "career education"
   - a. "business and humanities education"
   - b. "achievement education"
   - c. "life education"
   - d. "action-centered education"
   - e. "meanings-centered education"
   - f. "accomplishment-centered education"
   - g. "success-centered education"
   - h. "humanistic education"
   - i. "mastery education"
   - j. "career and personal achievement education"
   - k. "reality-centered education"
   - l. "purpose-centered education"
   - m. "involvement-centered education"
   - n. "life development education"
2. Debra: How about using "CAREER" as an acronym to mean "Caring About Relevant Education: Everyone's Responsibility?"
3. Gene: How about "Could All Responsible Educators Eventually Respond?"
4. Don: Why do we have to define "career" differently from simply "earning a living," which is the way the term is understood by the general public?
   - a. Fran: There would be no harm in picturing "career education" as being concerned only with "paid work" if "paid work" was seen as including responsibilities, rights and growth opportunities.
   - b. Mayer: However, paid work is not necessarily related to growth.
   - c. Gene: I'm hesitant about throwing out the term career education because on one hand, it attracts money and also allows local education agencies to do what they want.

Issue: Financing career education

A. Introductory remarks on the Perkins Bill, H.R.7.

1. Fran: With the timetable for H.R.7, it will be 20 months before any money is available, optimistically speaking. By that time, interest, at least at the

postsecondary level, may well have disappeared. Of course, even if no money is available, some schools of education may enter into career education if they believe it to be a way of getting more students to enroll.

B. Discussion on H.R. 7

1. Don: The provision in H.R. 7 for having 85 percent of the funds going to local education agencies is a plus. However, it doesn't insure that all local education agencies (LEA) will be funded.

2. Bill: The State grant provision may reward K-12 districts who have previously been active in career education. However, as written, it may well penalize many thousands of students in school districts where nothing has been done to date. Those school districts with formal staff development plans (along with staff to formulate and implement such plans) may be in an ideal position to apply for career education grants under H.R. 7, thereby penalizing the small K-12 districts which have neither formal staff development plans nor experienced proposal writers to help them obtain grants from the State Education Agency (SEA). However, the State should be encouraged to develop criteria for the dissemination of funds.

3. Don: H.R. 7 may work in ways that effectively limit implementation to larger school districts if funds cannot be used for space, equipment or staff. Guidelines should encourage making some money available to the small school districts whose resources are so limited as to make them appear to be weak applicants for SEA career education grants to LEAs.

4. Dennis: H.R. 7's plan of having LEAs eventually absorb the total cost is bad. It means many will not even want to begin.

5. Gene: The principle of using funds to change current staff and to infuse career education into existing curricula is a good one. The State and local districts cannot replace Federal funds used for new staff. Thus, the only way to have a long-lasting impact is to change the present staff.

6. Don: LEAs aren't going to buy into something that requires them to match funds. They are short of money now and simply can't afford to commit themselves to more. An advantage of the Perkins Bill is that it doesn't demand new staff and equipment.

7. Don: The provision in H.R. 7 that allows for "training of career education coordinators" means that it will be only a question of time before we have both graduate degree programs in career education and certification of career education personnel.

a. Consensus: There should not be graduate degress in career education.

b. Gene: If certification comes to career education, it will probably be in the form of an endorsement on a supervisory certificate, an administrative certificate or possibly either a counselor certificate or a teacher certificate. It is unlikely that a brand new type of certificate would be created.

8. Bill: The length of time (five years) for teacher inservice is alright but as with any other movement, there will have to be periodic renewal efforts. The best way to assure this is to have a "career education advocate" in each community which, supposedly, is the role the local "career education coordinator" will play.

a. Teachers get tired of being "inserviced" on the same topic year after year. You can't just keep "inservicing" them on career education forever. There will be other educational change priorities that should come along to take some of the inservice time. If this happens, it will be better for career education.

b. Don: The teacher inservice could be done through summer workshops. This is better than having programs on institute days or during a short pre-school or after-school meeting.

9. Don: An element of the "pass through" principle should be present so that each LEA has a chance for some of the career education money. This is not to say that some kind of quality criteria plan should not also be present.

a. Mayer: The per capita criterion for distributing funds should be present.

b. Dennis: Equal priority should be given to small as well as large districts.

Issue: Implementing the principle of collaboration in career education

A. Introductory remarks

1. Fran: At the senior college level, we are already making arrangements with the business community to engage in such practices as providing part-time work opportunities for students, but the basic issues such as: a) "is it to be paid or unpaid?" b) "who supervises it?" and c) "how much credit should it receive?" remain.

a. Neal: The issue is that there are people in the broader community making decisions about the lives of students who have no qualifications for doing so.

b. Dennis: There are real problems when, for example, a community college hires a real estate salesperson to teach a night course on "real estate" at a lower pay scale than would have to be paid if a regular faculty member taught the course.

c. Fran: The basic problem is replacing college faculty with persons from the broader community.

B. Career education and work experience programs

1. Fran: We have no objection to bringing a resource person from the broader community into a classroom so long as the regular teacher is present. However, I have two concerns: a) are the students in on-the-job experiences learning anything? and b) business shouldn't be reimbursed with education funds for student internships.

2. Don: Originally, career exploration was the goal of education programs. However, without student productivity, there is no real career exploration. Moreover, the employer expects some productivity. However, business has to be primarily interested in the student to be involved.

3. In H.R. 7, page 8, line 25 and page 9, lines 1 and 2 - it would be helpful if that portion could be rewritten from: "(D) developing and implementing unpaid work experiences for students whose primary purpose is career exploration," to:

> (D) developing and implementing a variety of unpaid work experiences for each participaing student whose primary purpose is career exploration under the dual supervision of the person who ordinarily performs that paid work and a certified educator.

4. Don: We tried to encourage student volunteer work in the community for several years. It didn't work because there was no certified teacher supervising this kind of activity.

5. Mayer: Career exploration can't be a one-shot deal. I challenge the assumption that students can explore a career in only a two week period. How could that be real exploration?

Issue: Career education as a reform system

A. Introductory remarks

1. Don: I question that career education will revamp education. We've had lots of teachers revise their courses so as to give greater emphasis to career implications, but they did so primarily because they

wanted to have a greater appeal to students in the face of declining enrollments, not because of the career education influence.

2. Gene: It's viable to think of career education as one of several needed educational reform movements in education.

B. The need for reform

1. Don: Even though the stated goal of career education is to emphasize the multiple goals of education, it is being implemented in such a way that it narrows the focus for many to mean only education as preparation for work. What is actually happening is opposite from the printed literature of the career education philosophy.

2. Fran: Students still think a college degree will get them a "better job," and it will. Career education is a response to this new clientele at the post-secondary level. However, we are going to have to convince them that there are many other valuable things they can receive as benefits of a college education. When they see this, perhaps a proper emphasis on the liberal arts will return.

3. Dennis: The reform is on the "personal achievement" aspect of career education.

4. Gene: Educational reform is necessary to overcome the ways in which the educational system is rigged to produce losers. An emphasis on personal achievement can reform that image.

5. Alternative suggestions for words that might be better than "reform"

    a. Debra: "Re-Focus"

    b. Mayer: "Re-Affirmation"

NOTE: This mini-conference was planned to include four study group members from the National Education Association. The NEA did appoint such a four person study group and that study group did meet prior to the time of this mini-conference. However, NEA chose not to send their four study group members to participate as members of this mini-conference. Other participants in this mini-conference expressed regret that this occurred.

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ASSOCIATION MINI-CONFERENCE: ECS/NASBE/NSBA

January 24-25, 1977

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Issues Raised by Participants

1. With reduced enrollments making for reduced educational funds (and therefore necessary abandonment of some good programs), how can a new effort such as career education that obviously involves expenditure of some funds be justified?
2. To what extent should career education be a priority? What has to go if career education comes?
3. Issues related to popular criticisms of career education
    a. Is career education a way of "tracking" minority persons?
    b. Will career education head American education toward anti-intellectualism?
    c. Is career education infiltrating students with management's point of view and thus ignoring the point of view of organized labor?
    d. Is career education subverting the goals of vocational education? Will career education take over vocational education?
4. Is vocational education trying to take over career education?
5. Where does career education fit in with the total goals of education? Where does career education fit in terms of USOE priorities?
6. Can we think of a new name for career education?

7. How can school board members be educated as to what career education is, considering their current dependence on what school administrators tell them?

8. What relationships exist between career education and basic education?

9. How can we get more community involvement in career education?

10. How can career education be evaluated? How good are the evaluations that have been done? What are the results of evaluations completed to date?

11. What is the meaning and viability of the concept of infusion? What do, and should, we teach teachers in inservice education for career education?

12. How does one go about the task of changing teacher attitudes?

13. Do we need a person titled "State Coordinator of Career Education?"

14. Is it more appropriate, at this point in time, to continue the priority on demonstration as opposed to emphasizing implementation of career education?

15. Where are the relative priorities for career education - at the elementary level? Middle/junior high? Senior high? Postsecondary? At which level should we give top priority?

16. What problems exist with reference to H.R. 7 as it currently exists?

17. How can organized labor be brought in at the policymaking level in career education?

18. How can the role of organized labor be strengthened in career education?

19. Since the career education concept incorporates lifelong learning, what mechanisms are necessary to assure continuation of career education beyond the secondary and the postsecondary level, that is, beyond formal education?

20. How can the USOE Career Education Models III and IV be truly considered to be "career education?"

21. What should be the involvement of private, as opposed to public, schools in career education?

22. What is career education stated in laymen's language?

23. What should be the place of work experience in career education?

24. How does career education improve, if at all, career decision-making skills?

25. How can teacher education be changed so as to help teachers deal with students from more than a WASP background? To what extent is career education a reflection of the traditional WASP society?

26. To what extent do certification, tenure and collective bargaining impinge on the effective implementation of career education?

27. To what extent does career education help solve issues of sex and race stereotyping?

28. To what extent can career education serve the handicapped and the gifted/talented portions of the school population?

Discussion of Issues

Issue: With reduced enrollments making for reduced educational funds (and so necessary abandonment of some good programs) how can a new effort, such as career education that obviously involves expenditure of some funds, be justified?

A. Introductory remarks

1. Dick: I know career education is not new, but its implementation in school districts is new. We have had to drop 40 staff positions because of a lack of funds. How can we sell adding a new position for a career education coordinator?

    a. Pam: We have one career education coordinator for the entire county who serves 20 school districts. Each district supports this, and it doesn't cost any one of them very much.

    b. Rayma: We need to sell the school boards, and they can and will sell the community.

    c. Pam: Career education needs support from business/industry and parents, not just administrators.

    d. Catherine: The primary expense is teacher inservice because we're talking about a philosophy, not a program. Of course, at the junior/senior high school levels, we will need courses in work experience and, perhaps, in career exploration.

    e. Lou: How can the need for a career education coordinator at the community level be ignored? No priority can be set in motion unless someone is available to move it along.

B. Career education as an educational priority

1. Henry: Career education should be a voluntary program for school systems that want to spend some money on improving education/work relationships.

2. Catherine: The lack of career education is just one of many ways in which education is currently shortchanging students due to lack of funds.

C. Paying for career education

1. Henry: The State of Kentucky subsidizes 83 percent of the costs of public schools, so LEA costs for career education will not be great.
2. Dick: In New York, the State only subsidizes 39 percent of the costs.
3. Liz: When the LEAs must pay almost all of the costs, it's a different matter. We need to examine the problem of implementing career education rather than rejecting it automatically because it costs money.
4. Rayma: The lack of emphasis on career education goes back to an uninformed public. Initially, the Florida legislature funded career education categorically. Last year it was lumped with "occupational specialists" and "elementary school counselors." As a result of pressures from organized groups, many LEAs dropped their career education emphasis, although in some cases this has not happened.
5. Gene: There are now some existing Federal programs that can be used to pay for part of career education. For example, the legislation for the handicapped makes it possible to provide career education for handicapped students.

Issue: Responding to popular criticisms of career education

A. Is career education a way of tracking minorities?

1. Lou: The fear is that career education will serve to keep minorities in lower-status jobs.
2. Catherine: Career education will help people have more realistic expectations. However, if you're too "realistic," you may contribute to increasing both race and sex stereotyping instead of reducing it. That is, they do exist in the occupational society.
3. Dick: What is career education's role with regard to minorities? Does a typical career education program at the secondary level give equal opportunity to all persons regardless of race and sex?

B. Is career education anti-intellectual?

1. Pam: There is an article entitled "Murder in Academe" that objects to the notion that college should prepare one for work.
2. Catherine: A lot of people think of career education as something just for those who don't go to college. Many think of career education as simply extending vocational education so as to include out-of-school work experience.

3. Gene: Anything viewed as limited to the K-12 level will be seen as "anti-intellectual" by some persons.

4. Gene: Some view anything that threatens to change education as anti-intellectual.

5. Catherine: To some people, anything that deals with the affective as opposed to simply the cognitive aspects of education is regarded as anti-intellectual.

6. Gene: The career education literature doesn't discuss "professions" as much as "vocations."

C. Is career education infiltrating students with a management point of view as opposed to a labor point of view?

1. Lou: Many see management, not labor, as providing the work experience opportunities for career education.

2. Henry: Teachers, by and large, are union members (either NEA or AFT). Surely, they must be teaching the union point of view.

3. Liz: There is a gap in education in terms of total understanding of the labor union movement.

4. Henry: Because only 25 percent of workers are members of organized labor doesn't mean that they don't control many political decisions. They are strong.

5. Part of this suspicion has arisen because many large business/industry groups (Chamber of Commerce, NAM, NAB, GM, GE, AT&T, etc.) have endorsed career education.

6. Leo: Labor has, too often, been included in a token, after-the-fact way in career education. We must bring labor in through the front door.

7. Catherine: Labor has opposed career education in that it views career education as having the student compete with the worker for jobs.

8. Pam: Career education teaches the value of being a part of the world of work.

D. Is career education subverting the goals of vocational education?

1. Rosemary: How did education get in such a poor condition that some new superstructure called career education was ever needed?

   a. Omar: Historically, attending college led to obtaining a high-paying job. Now, all the majors are supersaturated, so people are looking for education that will lead to a job.

2. Catherine: Some vocational education persons see career education getting more money, and they are afraid it may eventually take money away from vocational education.

3. Dick: The career exploration emphasis that isn't designed to produce entry level occupational skills threatens this traditional selling point of vocational education. Further, after some students have "explored," they choose things other than vocational education.

Issue: Where are the relative priorities for career education: elementary? middle/junior high? senior high? postsecondary? At which level should we give top priority?

A. Emphasis should be on all levels

1. Gene: Continuity from kindergarten through postsecondary is critical. So is the mix of educators with the business/labor/industry community. In terms of the mix, the art of compromise is essential. Unfortunately, business and industry have practiced this art in their relations with organized labor for a good many years, and both sides are experts while educators are at a disadvantage when they try to enter into the picture.

2. Rayma: Attitude change efforts should occur at various levels, not only at one level in a career education effort.

3. Gene: Can we really say that career education exists in a given community if we don't cover the entire spectrum?

4. Rosemary: The school is only one of a number of community forces that influence attitudes of children. It isn't correct to say that if the schools don't do it, it won't get done.

B. Emphasis should be at the elementary level

1. Pam: Career education must start in kindergarten. Attitudes must be changed beginning at the K-6 level, or we won't be successful in changing them to the extent that we should.

2. Henry: Remember, when the parochial schools were faced with the problem of choosing between abandoning elementary schools or high schools, they chose to abandon the high schools under a belief that elementary school children are more susceptible to being changed.

3. Dick: Kindergarten is the beginning point. If a choice must be made, that is the place to begin. However, I don't want legislation to identify any particular age level.

C. Emphasis should be at the middle school level

1. Leo: Career education should begin at the elementary level. However, the greatest "bang for the buck" is at the middle/junior high school level, where career exploration really begins.
2. Gene: We should focus immediately on the middle school level because this is where there is no talk about careers.

Issue: Why do we need a State Coordinator of Career Education?

A. Need for a State coordinator

1. Rayma: H.R. 7 calls for a State Coordinator of Career Education over and beyond any other SEA person. Those of us who work with current State Career Education Coordinators feel all right about this, but the SEA should determine for itself whether or not it needs a State Career Education Coordinator. It should not be dictated by Federal law.
2. Dick: The SEA should be able to take a current member of its staff to be the Career Education Coordinator. It shouldn't necessarily require creating either a new staff position or a new bureaucracy in the SEA.
3. Dick: There are two basic worries: a) avoiding the danger of adding extra staff and yet another bureaucracy at the SEA level, and b) avoiding the danger that an SEA Coordinator of Career Education could stifle LEA creativity in devising implementation plans for career education.

B. Need for a local coordinator

1. Leo: In Colorado LEAs, there is a great deal of action when a career education coordinator has been hired for the district, but where none has been hired, there is little going on.
2. Lou: In Minnesota, a plan exists to have District (or area) Career Education Coordinators (paid out of State funds) to work with a number of local school districts. After two or three years, the LEAs should take over this function for themselves.
3. Dick: At the LEA level, we shouldn't take a teacher out of the classroom for a few periods a day to serve as a Career Education Coordinator. The students will suffer if the teacher isn't teaching.

C. Developing regulations

1. Pam: At the LEA level, our trouble often isn't with the law, but rather with the HEW regulations that accompany that law. Moreover, local districts often have trouble finding funds after Federal funds have been used.
2. Rosemary: Accountability must come to education. This means there must be some guidelines. Something more than a strict "pass through" of Federal funds to LEAs must occur. The creation of good guidelines can result in encouraging diversity, not necessarily in restricting it.
3. Dick: As an LEA board member, I resent the fact that I have no appeal beyond the SEA whereas, as H.R. 7 is written, a parochial school can appeal all the way to the USOE. That part of the legislation should be changed.
4. Wesley: If an LEA feels it has been wronged by the SEA, there should be an appeal process to the SEA. This is better than an appeal to USOE, whose staff can't possibly know the local situation as well as the SEA can.
5. Liz: The LEAs should have input into the evolution of the State Plan for career education.
    a. Pam: This goes back to the point that school board members need to be educated about what is at stake.

Issue: How can we get more community involvement in career education?

A. Introductory remarks

1. Pam: First, we have to educate the community (parents, business, etc.) as to the meaning of the concept. Then the community should help develop the career education plan. If this happens, the plan becomes theirs, and they will support it. This also provides a wealth of experience for career exploration.

B. Feasibility of collaboration

1. Omar: In Denver, there is a "school/community committee" established to help avoid duplication of facilities and/or services. Since the Board of Education must make final decisions, this committee is, in effect, an "advisory" group rather than an "action" group.

2. Catherine: In the long run, policy must be made by the Board of Education. Policy recommendations can and should be encouraged by members of a Community Career Education Action Council.

3. Rayma: In Florida, every district has an advisory council for the board. This has been very valuable.

4. Pam: We must have more community involvement and communication in education. This is one way in which our school systems simply must change.

5. Catherine: The general public doesn't really believe that school boards represent them, even though board members are elected. Thus, the community takes no responsibility for education.

    a. Dick: The community needs to know that school boards can disagree with the advisory councils.

6. Pam: I tell new board members "Remember - you're elected, not anointed!"

7. Gene: Industry says it will only become heavily involved in career education if it is involved in policy planning.

8. Liz: We have to face the question of how many local "advisory/action" councils can be justified. It would be easy to get so many that all effective work would cease.

9. *Consensus: More community involvement is a desirable direction for change in education.*

Issue: Do we need a new term to replace the term "career education?"

A. Career education terminology

1. Dick: The basic educational changes being championed by career education could each take place without any use of the word "career." That word simply represents a vehicle for bringing about change. Why not just say "refocusing education?"

2. Henry: The problem is that career education deals with a concept that can't be conveyed to the general public because it requires too much communication. The problem is not that it can't be understood, but that no one has time to listen long enough, or to read enough literature, to understand it. Thus, we need a visual demonstration. Realistically, school board members come to meetings expecting to make quick action decisions but not to think leisurely about concepts. They deal with program decisions, not concept acceptance or endorsement.

3. Gene: Every study for the last 25 years shows that concepts of "work" differ among various segments of the population. Yet, in career education, we are trying to interpret the meaning of "work" in a single, uniform way. There is nothing wrong with using the term "career education," but it must be interpreted differently for differing publics.

4. Henry: In its policy statement, NASBE's language states that they believe in the career education process, but that doesn't mean they fully understand the career education concept, and many do not.

5. Catherine: Of all that is known about career education, perhaps we know best that no one really seems to know what it is.

6. Omar: Don't try to change the term "career education." Whatever new term we try to substitute will still carry the term "career education" in parentheses.

B. Career education for school boards

1. Pam: Our local Career Education Coordinator made a fine presentaion to the board, but while the board members listened, they didn't hear. They were thinking about other things, such as "what comes next on the agenda?" Visual aids would help keep them interested.

2. Omar: Our board has "staff report nights," which are specifically structured to discuss concepts, not programs. When an item related to the concept comes up later on a board action agenda, it is understood and acted on intelligently.

    a. Henry: The notion of "staff report nights" is O.K. for large school systems but difficult to do in small school systems.

    b. Jim: There is great variability in local board operations. No uniformity of practice can be said to exist.

3. Wesley: If career education wants to get to local board members, it can best do so through using NSBA. Similarly, to get to State board members, work through NASBE. The proper approach is to work through executive secretaries for such associations.

4. Catherine: Almost all board members are employed full-time, and the board activities are "extracurricular." As a result, board members can't find time to read more than three pages and often not more than one page. To give them all the Office of Career Education (OCE) career education material and monographs would be a futile exercise.

5. Henry: Board members change frequently. The need to acquaint them with the career education concept will be a continuing one.

Other Observations

1. Dick: With respect to "inservice education of teachers," it's important to keep clearly in mind the central importance of the subject matter.
2. Dick: H.R. 7 appears to be applicable to normal children, but not to either the handicapped or the gifted/talented student. We must depend on the current legislation for the handicapped to meet needs of these groups.

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ASSOCIATION MINI-CONFERENCE: AEA/AACJC/NBEA

January 31 - February 1, 1977

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Issues Raised By Participants

1. What does career education really mean?
2. Inservice education for career education.
3. Major obstacles to implementing career education.
4. Using expertise of professional business educators in the educational establishment and in the broader community in implementing career education.
5. What will be USOE's future thrust with respect to career education?
6. Issues with respect to current career education legislation.
7. How to add a career education emphasis to the traditional role of the technical college.
8. The free enterprise system and career education.
9. Career education as life preparation at the postsecondary sub-baccalaureate level.
10. Influence of the current welfare cycle on the need for career education.
11. How can we find a more effective mechanism for forcasting occupational needs?
12. How can follow-up studies be better done? What do they show?

13. Affirmative Action and Title IX: Implications for career education.
14. How can career education at various levels be articulated?
15. Obstacles to implementation of career education.
16. How can we get greater involvement of adult education in the conceptualization of career education?
17. Core versus peripheral institutions in career education in adult education.
18. Is career education both practical and visionary in scope?
19. Does career education assume full employment?
20. Unpaid work: Lip service or commitment for career education?
21. Are we faced with the threat of a dual education system in the USA?
22. Are we threatened with a move away from local control of education in the USA?
23. Consumer-oriented economy versus energy conservation: Implications for career education.
24. "Haves" and "havenots" of the world: Implications for career education.
25. How can we humanize the workplace of big business for the individual?
26. How can we avoid duplication of effort in career education?
27. Educational policy makers: Aids or hindrances to career education?

Discussion of Issues

Issue: USOE's future thrust with respect to career education

A. Introductory remarks

1. Vic: A tremendous amount of overlap exists within government with respect to career education. USOE's Office of Career Education should function in ways that coordinate career education throughout government, including CETA, but it isn't doing so.
2. Bill: The decentralization is increasing. Money is available from several different agencies for career education.
3. Ron: There is always the danger of creating yet another monolithic structure in government. We would be more realistic to develop a matrix design so various existing programs could be articulated.
4. Donnie: Philosophically, I agree that consolidation would be good. However, in a practical sense, it is unlikely that this can or will happen.

B. Need for a Department of Education

1. Fred: Why shouldn't we move ahead and establish a Department of Education in the Federal government? With ten different agencies deciding on policy, there is little accountability or sense of direction.

2. Walter: The Constitution says nothing about education. This may make it impossible to establish a Department of Education. However, with the current Department of Health, Education and Welfare structure, we could save on both health and welfare expenditures if we put more into education.

   a. Donnie: A welfare check tied to compulsory education might not be a bad idea.

   b. Fred: We had that, in effect, with WIN (Work Incentive Program). Individuals received $50 per month more than they would get simply by staying on welfare. The trouble was, many simply went from one training program to another instead of training out into gainful employment. There should be accountability here, too.

   c. Walter: It might be wise to teach welfare recipients about why work is an important part of life through some "Basic Life Preparation Program." Then we could train them for jobs.

3. Doug: As a long range goal, a Department of Education would be a good thing. If it happened, the role of the OCE should be seen as involving both consolidation and coordination of funds and programs.

   a. Dave: "Coordination" is better than "consolidation" because it fits better with the concept of collaboration. Through collaboration, OCE can influence the expenditure of large sums in support of career education programs.

C. Coordination and consolidation

1. Donnie: USOE should encourage, in each State, all of the career education resources to come together and collaborate in a total career education effort.

   a. Bob: We had that experience in the Manpower Planning Councils. We wouldn't have gotten together without Federal encouragement. If consolidation isn't possible at the Federal level, it still should be done at the local level, where individuals need help. The current Federal separateness makes it difficult to consolidate efforts at the local level.

2. Ron: It would be helpful if "mini-conferences" were held for various agencies of government. Why limit them to non-government agencies and associations such as are represented here? [Note: This is an excellent idea and deserves careful thought . . . Ken Hoyt]

3. Dave: Mini-conferences at the Federal level are not likely to lead to implementation efforts unless key persons at each agency endorse the need for follow-through (e.g., set deadlines).

4. Huey: Maybe the problem isn't one of duplication but rather one of neglect. That is, the basic problem doesn't seem to be one of providing too much career education for any one segment of the total population. Rather, it may be one of facing up to the question of which segments of the total population are currently being ignored by career education.

   a. Bill: "Duplication" is a dangerous word in education. For example, we now teach "basic skills" at the K-12, postsecondary and adult education levels. The purpose is not to duplicate but, rather, to help those who missed them at an earlier level.

      1. Huey: That isn't duplication, but, rather, different programs addressing different audiences.

      2. Vic: Maybe the problem is evaluation of the programs.

   b. Bob: A good case for coordination could be made by organizing career education efforts around those we know we are not now serving adequately. For example, the high school dropouts are being served by 18-20 agencies, but the population still isn't being reached.

5. Bill: We really need a national clearinghouse for career education so we can really know what's going on nationally. Perhaps AACJC could serve this function for community colleges, but it needs to be done for the whole system of education.

   a. Dave: With the clearinghouse, you also need a cadre of career educators who can work with State and local people, as well as with business/labor/industry.

D. *Consensus*

1. *O.J.: There should be created an Interagency Council for Career Education involving Health, Education, and Welfare, Department of Commerce, Department of Labor, Department of Defense, Housing and Urban Development, Department of Agriculture and Department of Justice charged with finding the best ways of coordinating career education for all segments of the population. VOTE: Yes-14; No-0.*

Issue: How can career education be best articulated at various levels?

A. Introductory remarks

1. Bob: The Interagency Councils may help in articulating career education. Models for articulation are needed. There are two basic sides to this question:
   a. How to articulate all existing services to best serve a given individual at a particular point in time who is in a particular educational setting.
   b. How to articulate career education for individuals as they move from one level of education to another or from one setting to another.
2. Bob: Does articulation start with teachers? With administrators? With boards?
3. Bill: Could the U.S. Office of Education develop a chart showing the delivery system options for education for people at various age levels across the life-long learning spectrum?

B. Articulation between educational levels

1. Don: Given acceptance of the assumption that career education has, to date, failed to deliver effective career education, we should assign specific career education responsibilities to various levels of education. For example, those in the community college should know on a grade-by-grade basis what has taken place at the K-12 level. Part of the articulation process involves determining the educational responsibilities at various levels.
2. Huey: The audience to be served by career education is not always linear, that is, they don't always go from one set of career education experiences to another.
3. Huey: In considering articulation, we must think in terms of what is to be articulated: skills? content? attitudes? All three of these must be considered.
4. Doug: It's going to be 10 to 20 years before we can assume K-12 school leavers have been exposed to career education. Until then, at the community college level, we are going to have to deal with all phases of career education, from career awareness on through. We need to develop programs that articulate skills, content and attitudes without duplications.
   a. Huey: To suggest that those persons who came out of K-12 systems prior to the time the term "career education" was coined have had no career education would be false.
   b. Doug: But they haven't had enough! How many of us are satisfied with the current readiness of our own

children to make truly free and reasoned career decisions throughout their lifetime? Many aren't ready even after they have become college graduates!

5. Bob: Last year's Phi Delta Kappan re-write of the seven Cardinal Principles changed the meaning of the term "vocation" to include education as preparation for work throughout the whole life cycle. That is a truly significant change from something assumed to pertain only to youth.

6. O.J.: In considering articulation, we need to think of three kinds of relationships:

   a. Relationship of what is learned to how we earn to an understanding of the economic system.

   b. Relationship between the academic disciplines and getting them to work together in career education, as in, for example, social studies, business education and home economics.

   c. Relationship between levels of education from the elementary schools through graduate schools (including problems of graduation credits).

7. Work attitudes, values and habits

   a. Donnie: In adult education, the attitudinal problems are not as great as in the K-12 system because these students have more motivation.

   b. Bill: With those we recruit (in places like bars), this kind of attitudinal problem is very much with us. The problem isn't so great with the student who shows up voluntarily.

   c. Dave: The concept of developmental stages is gaining acceptance. People at different ages have different motivations.

8. Fred: In California, we are doing a better job of articulation between community colleges and four year colleges than we are in articulating between the high schools and the community college system.

9. Vic: Let's not try to solve the articulation problem by building yet another Federal bureaucracy charged with solving it. That kind of paternalistic approach simply doesn't work as a means of solving what, essentially, are State and local problems. We need to emphasize the responsibilities of the educators.

10. Donnie: Part of the problem is the current negative attitude towards "work."

    a. The current USOE definition of "work" is not commonly accepted.

11. O.J.: Who provides the leadership in the schools? Usually administrators develop new programs. There is a solution to the articulation problem, namely, why not force teachers

to work together to develop articulated career education efforts?

   a. Dave: There's no money available for teachers in high schools to get together for planning purposes, let alone with faculty members in community colleges, to discuss articulation problems.

C. What about unpaid work and preparation for productive use of leisure time?

1. Huey: Many adults are seeking ways to get into productive use of leisure time. Many adults now taking such vocational courses as auto mechanics are doing so to meet leisure time and not occupational preparation needs.
2. Lucille: Should we consciously teach for productive use of leisure time, or is this something that will happen rather automatically as people generalize the educational skills they have learned and are faced with personal questions of how best to use leisure time?
3. Bill: Educators think preparing people for worthy use of leisure time is good, but taxpayers would rather we spend our money and efforts in preparing people for paid employment.
4. Fred: When students are in class, how can we know whether those students are readying themselves for productive use of leisure time or for gaining entry into the world of paid employment? Neither we nor the students can always be expected to know the answer to this question.

Issue: Implications of differences between adults and children in the conceptualization of career education

A. Adult education populations

1. Huey: Career education involves learning that could be appropriate to four generations of people: a) the eight year old, b) the 24 year old, c) the 60 year old and d) the 80 year old. We need to look at what is constant and what is different among these four segments. The age span covered by adult education is much larger than K-12.
2. Huey: Since adult education includes a wide variety of settings, including the military, voluntary organizations, Adult Basic Education programs, community college adult education programs, etc., it is difficult to specify what career education activities are proper for any one segment of adult education. There have been no inventories constructed detailing what kind of skill, attitude or content is appropriate for one age level versus another. We need to identify all objectives.

3. Ron: In adult education, we have to think about serving such diverse segments of the population as the 45 year old retired military officer, the 35 year old housewife returning to the labor market and the 23 year old high school dropout trying to get a General Equivalency Diploma. This makes it difficult to think in terms of the typical "career awareness, career exploration, career decision-making" framework. What is the content of career education in adult education?

B. Career education in adult education

1. Huey: Adult education, in general, would favor helping adults with the goals of career education, but different kinds of institutions serving adults will have to go about it in quite different ways.

2. Doug: Are we looking for a time when career education goals can be put on some kind of competency basis? For example, will we ever be able to say "career awareness" has been attained? Is there a difference in the meaning of "career awareness" for adults as opposed to children? The answer, obviously, is yes. This means that we must be prepared to design specific activities for adults that will illustrate these differences. The K-6 "career awareness" approaches will not fit. For example, adults who are only enrolled in one course need to be exposed to career education in different ways than do adults enrolled in a two year curriculum.

3. Huey: The important thing is to recognize that career education is lifelong.

4. O.J.: By refusing to become a course, career education is fulfilling a valuable function by bringing back, at least to some extent, the importance of having educators look on their students as people.

5. Huey: There are definite philosophical similarities when you emphasize career education in the teaching/learning process. Adult education emphasizes that a) the learner has a need to know, b) the learner can say what that need is and c) the teacher is a facilitator of learning. Note how similar these are to the basic changes in the teaching/learning process being advocated by career education.

Issue: Current career education legislation - H.R. 7

A. Need to include postsecondary and adult education

1. Vic: H.R. 7 could be amended so as to include a percentage set aside for postsecondary education.

   a. Fred: This would assist in the articulation problem.

2. Rosalind: This could also be done through a separate bill for postsecondary and adult education. That might find

greater support among associations representing these parts of education.

3. Huey: One of the problems adult education has faced over the years has been that of communicating with OE regarding career needs of adults. To pass a bill now limited to the K-12 level will exaggerate this problem, not help solve it. It would make sense to pay attention to adult career education needs in this legislation both in terms of need and in terms of readiness.

4. Vic: Adult basic education is part of the State Education Agency responsibilities in some States but not in others. It seems doubtful that, where this is not part of the SEA, very much attention will be paid to it as the bill is now written.

    a. Rosalind: A lot of adult education is built into the structure. We can use this as a tie-in for funding.

5. Donnie: With H.R. 7 calling for administration by an SEA person, there may well be trouble relating with the postsecondary system in many States. For example, Adult Basic Education may be emphasized and other postsecondary areas ignored.

6. Vic: The reality of getting a new and different bill passed at this point in time is doubtful. It would be much more realistic to think about attaching something for postsecondary institutions to H.R. 7. This would help educate the subcommittee on the need for postsecondary legislation.

7. Bill: I disagree. There exists a strong possibility that postsecondary education is now ready to take a leadership role in career education. With H.R. 7 being so tightly structured in its present form, it might make much better sense to think about going with a completely new and separate piece of legislation that avoids conflict with elementary and secondary education.

8. Doug: Any postsecondary career education measure should specify that funds are to be used to provide for career education to the students enrolled, not just to use staff to do inservice with K-12 staff members, for example.

B. Comments on provisions in H.R. 7

1. Rosalind: HEW, in recent times, has had a thrust of trying to pull together a variety of forces, such as career education, under the broader and more comprehensive banner of Human Services. It is worth thinking about here.

2. Doug: If career education is viewed as a strategy for institutional change to meet institutional goals rather than as a new kind of program, the philosophy of decreasing Federal funds with an eventual "close-out" makes very good sense.

3. Vic: If, in H.R. 7, a "category N" were added on Page 10 that speaks of "placement and follow-up," an avenue would exist to help solve the articulation problem between secondary and postsecondary career education efforts.

4. Rosalind: The home and family component, while recognized in H.R. 7, is largely hidden. It might be a good idea to make this a separate section of the bill.

5. Donnie: It would be better if the State Coordinator of Career Education didn't have so much power.
    - a. O.J.: The State Coordinator of Career Education should not be accountable to only the Chief State School Officer.
    - b. O.J.: At least an Advisory Council for Career Education should be called for in SEAs.
    - c. Rosalind: Both the National Endowment Programs and Title I of the Higher Education Act are now administered at the State level.

C. Readiness for implementation

1. Bill: Community colleges are ready to implement career education now.
    - a. Don: Given the fact that it will be years before the K-12 system has fully implemented career education, the community colleges simply must do it now for their students who have had no exposure to career education at the K-12 level.

2. Vic: What vehicles could be used for career awareness and exploration at the community college?
    - a. Bill: Because community colleges are flexible, they could establish Career Awareness and Exploration Centers.
    - b. Bob: The college can have career awareness and lifestyle courses built into existing structures.
    - c. Ron: The public libraries can work to make career information more accessible.

3. Huey: Adult education now has a heavy career emphasis. This includes an emphasis on both paid and unpaid work. Some of the data related to adult education efforts associated with equipping persons for productive use of leisure time are hidden by the data that make them look too much like simply occupational preparation. Looking at the total picture, it might not be unfair to estimate

that 85-90 percent of the adult education effort is now devoted to work as defined by OE.

   a. Rosalind: Between 65-70 percent of adult education efforts are now devoted to vocational skill training.

4. Bob: Higher education is now ready to move toward implementing career education. Given a relatively small financial incentive, they would do so.

5. Ron: In a North Carolina study of 10,000 adults (18 and over) enrolled in community colleges and technical institutes, those enrolled reported "jobs and money" as their main reason for seeking further education. However, when the extension non-credit students were considered separately, their major reason for enrolling was "to learn more things of personal interest."

   a. Rosalind: With today's youth, it isn't difficult to predict or to understand that many of them, when in their 40's, will value "education for personal development" more than they will "education as preparation for work." A second group much in need of career education consists of older Americans who have retired prematurely from the world of paid employment but who still, of course, have the human need to work which is emphasized by career education.

Issue: Affirmative Action and Title IX: Implementation through career education

A. Introductory remarks

   1. Bill: We need a climate to encourage "people change" that will lead people to want to implement these programs rather than feel that they should or that they must. We also need to develop a climate which will produce qualified people for these programs.

B. Implementation at the postsecondary level

   1. Fred: There are two problems we experience when business comes to us and asks for women. One, we need to recruit women for training. Two, many male workers resent women in what have been regarded as typically male occupations.

   2. Betty: Both the attitudes and the behavior of business/industry persons are changing in positive ways. One problem is that there has been about as much misinformation about Affirmative Action as there has been, for example, about career education!

   3. Huey: In our graduate program, 60 percent of the students in 1974 were women, whereas in 1969, the program was mostly male.

4. O.J.: I'm concerned about the kinds of jobs women are doing. We need to encourage women in management and supervisory positions.

    a. Dave: This is a task for the four-year college.

5. Bill: Both Title IX and Affirmative Action efforts have been discussed much more in terms of legal rather than moral reasons for becoming involved in them.

    a. Betty: I find it more comfortable to stick with a "let's obey the law" approach rather than a "moral" approach at this time. The attitudes will change eventually if we all obey the law long enough.

6. Rosalind: The American Council on Education has a Commission on Women which provided a grant for training women administrators in higher education. The work environment is a key factor. It should emphasize that everyone can use more of their potential.

7. Betty: The Iowa Commission on the Status of Women got CETA money to study the problem of underutilization of women. They are now providing educational experiences (short courses, assertiveness training, etc.) to both women and management personnel, but it's difficult to get management fully involved.

8. Fred: If most of the jobs coming up are "female" type jobs, we must do something about getting males into traditional female jobs.

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ASSOCIATION MINI-CONFERENCE: ACTFL/NAEA/NCSS

February 7-8, 1977

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Issues Raised by Participants

1. Broad definitions versus limited implementation of career education.
2. General versus specific goals of various disciplines with reference to career education.
3. Work ethic: A goal of career education?
4. Specific vocational skills needed by scholars: Whose responsibility? A philosophical conflict.
5. To what extent is Federal support for career education a continuing thing? A fad?
6. Does career education hold negative implications for the future of American education?
7. Where does one "fit" career education into the curriculum? What gets "cut?"
8. To what degree are we dealing in career education with changing attitudes versus imparting substantive content?
9. What is career education in art education? In social studies education? In foreign language education?
10. To what extent are teachers responsible for teaching the career implications of subject matter to students?
11. How can the society re-create its values and its work environments? How can, or should, the schools assume some responsibility for this?
12. How can the career education concept be expanded to include total lifestyle implications, to get away from putting value judgements on what people do with their lives and to protecting the rights of those who choose not to work?
13. To what extent is "career education" simply "education?" Is it a "cop-out" to say this?
14. Career education: Socialization of individuals or individual development?

Discussion of Issues

Issue: How to reconcile the broad definitions of career education with its apparent limited implementation

A. Introductory remarks

1. Carole: The broad definition of career education from the Office of Career Education properly belongs as one of the goals of education, but, in implementation, it has been primarily limited to paid jobs. This has been true of both "career awareness" and of "career exploration," neither of which typically emphasize "leisure time" aspects.
    - a. Dorothy: Little attention has been paid to the arts.
    - b. Karen: Our project emphasizes one's total lifestyle, so leisure time is an important component.
    - c. Ken: Why can't "lifestyle" come up in connection with career exploration?
    - d. Brian: Career education can fit into the rubric of total lifestyle in that by examining values and so forth, students can understand why they choose certain careers.
2. Helen: Career education in both paid and unpaid work can be very effective with respect to attitudes if it's subtly infused in the classroom.

B. Implementation of the broad career education concept

1. Dean: To avoid separate categorical funding for career education, it could be viewed as an umbrella covering other aspects of the Special Projects Act. When you separate it into a category called "career education," there are conflicts. It tends to become a separate program which is related to vocational education. If it were instead hooked up with other special projects related to the development of the child, it would fit together.
2. Carole: Where do you draw the line between "productive use of leisure time" and "coping" or "relaxation?"
    - a. Chuck: Intent is the key word. What does career education do with respect to intent or consciousness of intent?
3. Ken L.: Career education's concept of "work" can lead to conceptual difficulties in cultures that have a commitment to group achievement while the need for personal achievement, and so the concept of work, is submerged.
    - a. Carole: We shouldn't mandate a concept of "work" on all American children when some come from subcultures in which personal achievement is valued less than group achievement.

        b. Bill: Whether the ultimate goal is group achievement or not, there must be some sense of personal achievement present in order for group achievement to occur.

        c. Carole: We may be dealing with means versus ends here. That is, the end may be group achievement with personal achievement being the means.

        d. Chuck: Do you view art written on city walls as personal or group achievement?

            1. Carole: That would depend on the person's intent, whether it's constructive or destructive.

C. Should the career education concept include both paid and unpaid work?

    1. Bill: People typically associate the word "career" with paid employment.

    2. Dorothy: Some people in the arts think of their "career" as being separate from their "work."

    3. Carole: Unpaid work is a legitimate component of the definition. Volunteerism is work, so unpaid work must be included in the conceptual meaning of "work."

    4. Brian: There is remuneration that can't be measured by dollars, such as personal satisfaction. I'm interested in the relationship between paid work, unpaid work, coping and relaxation.

    5. Dean: We're trying to define "work" in a vacuum. "Work" is defined as "exerting human energy," but towards what purposes? (Toward paid employment? Toward overcoming the problems related to human dignity? Toward survival? Toward skills for life-long learning?) The point that needs to be made is that of specifying the multiple purposes of work.

    6. Ken L.: "Work" can be defined as "goal-oriented effort."

D. Career education legislation - H.R. 7

    1. Larry: Unless the language is worded so as to demand the involvement of all subject areas, it will never happen.

    2. Chuck: I agree. If the legislation doesn't clearly indicate the notion of work as related to all subject matter, it will never reach those subjects which are not closely associated with paid employment, such as art, foreign language, etc., and will be shifted to vocational education.

    3. Chuck: The way H.R. 7 is written, it has all the earmarks of creating a brand new discipline and a new profession. This would be bad.

4. Brian: In terms of political realities, it might be better to require involvement of all subjects in the regulations rather than in the law itself. By leaving the law relatively vague, you can get broad support. The prime supporters of H.R. 7 are business and industry persons interested in increasing productivity. They might be turned off if too much emphasis is placed on specific academic disciplines.

    a. Chuck: The disciplines are not discussed in the legislation because they don't give political support.

5. Helen: It would be more positive if all subject areas were put in the law rather than the regulations.

6. Helen: If Congress really understood career education, vocational education would be a part of career education, but we know this will never happen.

7. Larry: Early Federal legislation shows that there was no career emphasis in the arts.

    a. Ken L.: The bibliographies from the Office of Career Education reinforce this notion. Not a single bibliography has reference to any articles related to career education in specific disciplines. Instead, they are all general career education articles. It does look as though a new "discipline" is being created.

8. Marci: The main concern of parents today is "what work will my children do when they leave school?"

Issue: What is career education in art education? In social studies education? In foreign language education?

A. Career education in foreign language education

1. Helen: The basic thrust is that many kinds of occupations include the desirability of having a foreign language as an adjunct skill. Thus, foreign languages are pictured as a means to the end of success in many occupations (engineering, law, business, etc.) rather than as an end in itself. We recognize that there are relatively few occupations, such as teaching or translating, that only require skill in a foreign language.

2. Bill: Many teachers today want to know what they can tell their students about how foreign languages will help them find employment. We try to help teachers see how "foreign languages" fit into all of education. We also talk about foreign language in terms of leisure time activities.

3. Marci: At least 50 percent of what we have written relates to the usefulness of foreign languages in productive use of leisure time. It is not limited to the world of paid employment. On the other hand, Philadelphia now has a requirement that a certain percentage of their police and firefighters speak a foreign language.

4. Ken L.: I haven't really emphasized the "productive use of leisure time" aspect of foreign languages because this is what foreign language teachers have always done. Instead, I stress its value as an auxilliary skill and emphasize linguistics, cultural understanding, etc., because this is what students haven't been made aware of.

5. Bill: We put together a slide presentation to demonstrate to students who are enrolled in foreign language classes the auxilliary skills foreign language can provide. The slide presentation can also be used to recruit students.

6. Ken L.: If teachers use a "careers" approach to recruit students for foreign language classes, they must change their teaching procedures so as to reflect a "careers" emphasis.

7. Helen: The key is to use language in a realistic manner. Last summer I taught Spanish for medical personnel and emphasized basic communication skills. Students sometimes resent going the literature route in foreign languages because they want basic speaking skills.

B. Career education in social studies education

1. Carl: Career education is an important part of social studies education. The primary concern of social studies is citizenship education. In addition, it also emphasizes both decision-making and valuing which are directly related to career education.

    a. Carole: We try to avoid the term "values clarification" because it smacks too much of "Games People Play." "Valuing" is a better concept. The National Council for the Social Studies has a position paper that recognizes this.

2. Carole: There are three areas of overlap between career education and social studies education: a) decision-making, b) knowledge about the role of work in other cultures and c) making students into active and concerned citizens (which underemployed, bored workers in the world of paid employment seldom become). The conceptual literature has not been concerned with productive use of leisure time with respect to citizenship because most people misperceive career education as vocational education.

3. Carl: Because vocational education manages and operates career education in Massachusetts, the majority of teachers are resisting career education. Elementary social studies has become a luxury because all emphasis is placed on reading and mathematics. If we implement career education, where do we fit it into the curriculum? What do we eliminate?

4. Dean: There is the problem of teacher training. Teachers have no preparation for emphasizing career education.

5. Carole: One of the major objections social studies has to career education is that in many places, courses in "career education" have replaced courses in "social studies." For example, at the elementary school level, pupils are now engaged in "career awareness" rather than "social studies," and, at the senior high level, they're engaged in "internships" instead of electives in the social studies. No one would like to lose his/her subject to a new area, yet this has been the operational effect on social studies in many places where career education has come along.

6. Carl: Social studies is getting pressure from the "back to basics" people to move from process-oriented "citizenship education" to rote teaching such facts as the names of U.S. Senators, the Secretary of State, etc.

C. Career education and art education

1. Chuck: One basic assumption is that since art education is not required in schools, there is no political pressure with respect to what to teach. Art education grew up, historically, with industrial arts and then split off, resisting the notion that art had anything to do with practical things. One popular saying is "Pots that don't do anything are art."

    a. There are viable ways of looking at the world of work through art. One way is the "degrees of freedom" concept. Some art is and should be done simply because people want to do it. It doesn't matter if people want it or buy it. Other art has direct occupational implications, but many art students don't know about commercial art. A lot more effort is being made now to show how persons interested in the arts can apply their skills to other occupations so that they can "support the habit" of being artists. For example, the "San Francisco School of Art and Welding" actually exists.

2. Karen: Students often come to the art teacher with questions about careers in art, but art teachers don't typically know about the career implications of art. They are asking for help in this area now.

3. Dorothy: The career education thrust has helped art educators focus on accurate career information. The art field is changing fast. For example, the separate "art studio" is not commonplace anymore. The professional societies whose members use art in their occupations (e.g., architects, illustrators, etc.) are being helpful now in making clear to art educators the career implications of art.

4. Larry: There are two camps: 1) art educators and 2) professional artists. I've found that art teachers have had difficulty counseling talented students about careers and schools of art because the teachers themselves don't know about them. None of our print materials address careers. The Art Directors Club of New York City has put out statistics showing the number of artists employed in various occupations in New York City.

5. Dorothy: We see a "back to basics" thrust in the arts too. We had a conference on "the arts, reading and the creation of meaning." We can't afford to emphasize the "leisure time" aspect of art as we can't get support for that.

   a. Chuck: I agree: Art education lost status when it was associated with "leisure time." That perception makes art education, to many people, appear as something non-essential which can be cut when budgets are tight. Thus, I think art educators will jump at the idea of careers in art.

6. Chuck: Art educators are united by their doubts but divided by their convictions. Most would agree that if we can make art education goals broad enough, it would, at the very least, be possible to emphasize the value of craftsmanship - of doing one's best and being proud of the product created. At another level, the arts see themselves as primarily operating in the affective rather than the cognitive domain. This can be a help to career education.

Issue: Reactions to basic career education concepts

A. General comments

1. Carl: What is presented in the 10 basic career education concepts would already be represented in 70-75 percent of social studies materials now prepared by commercial publishers for use at the K-4 level.

   a. Carole: I don't think that's true. We don't have a career emphasis in cross-cultural studies. We need to describe work in a cultural context.

2. Dean: The community resource concept is an important new addition.

3. Helen: The interdisciplinary emphasis of career education is very positive and new.

4. Carole: It will be important to help pupils see the cross-cultural conceptual differences in the meaning of "work." The career education concept, as stated, is largely American-oriented.

5. Dean: We need to give more thought to the criticism that career education is a tracking mechanism for low income and minority students. We need to cite evidence that this doesn't happen. We know that much of the current misapplication of the career education concept has happened with these students.

B. Career exploration experiences

1. Carole: Work experience, as part of career education, will continue to face problems of a) becoming a substitute for general education and b) becoming a way of putting a cheap source of labor on the marketplace.

   a. Helen: The trend toward part-time jobs is partly a function of 1) schools not requiring students to be in school all day and 2) the great increase in work experience programs in vocational education.

   b. Chuck: Many students don't have time after school to do much career exploration, as proposed by career education. Many are already involved in all kinds of other after school activities.

   c. Chuck: It is difficult to justify asking students to substitute career exploration during school time and thus avoid academic subjects.

   d. Carl: Many schools today have "trouble-makers" who are encouraged to get out of school and work. Of 2,700 students in our high school, about 700 leave by 11:30 a.m. for work or other purposes. Rather than upgrade our instructional program so as to motivate these students to remain in school, education, in general, has opted for getting kids out of school.

   e. Chuck: One of the greatest dangers of encouraging students to spend less time in school is that of leaving only middle-class students who can cope with the present structure in school and creating a huge "alternative education" program of community experience for all others. The dangers of creating a dual system of education are very great and very real.

   f. Carole: Research has shown that, no matter what the instruction, students learn more if they stay in the classroom than if they do not.

      1. Ken L.: There is a fallacy in the above research in that students who spend more time in school are those to whom school appeals more.

2. Carole: How can career exploration really be "non-productive" and thus justified as unpaid work? There's an assumption operating that to put a greater emphasis on work will increase students' perceptions of the relevance for work. I don't think we should fall into the trap that learning will become more meaningful to students through career education's emphasis on careers.

C. Teacher preparation

1. Helen: If we spent more time on careful selection and reorientation of teacher education programs, there would be less of a problem of implementation of career education.
    - a. Ken L.: Approximately eight out of 10 teachers who will be with us for the next 10-15 years are teaching now. Inservice education must continue to be a priority.
    - b. Dean: Could it be possible to produce a "Sesame Street"-like television production incorporating the basic career education concepts so that we could be sure all teachers are correctly introduced to career education?

D. Work habits

1. Carole: It appears to me that career education is concerned with developing attitudes and habits in students towards work. Aren't what career education calls "good work habits" simply a new name for what has always been called the "work ethic?"
    - a. Ken L.: No, the "work ethic" stated that "work is good, non-productivity is bad."
    - b. Carole: Life isn't that simple. You can't just tell students "Here are good work habits - practice them." There are serious things wrong with the universal application of good work habits. Sometimes other values make it important not to practice good work habits. We would like students to recognize good work habits and their importance to productivity, but we should not try to inculcate (or brainwash) students. It should not be "indoctrination."
    - c. Carl: It is important that students know the nature and the importance of good work habits. They will surely need them in this society, which is structured to need the good work habits identified.
    - d. Ken L.: Some good work habits may, in fact, at times be a lie. For example, we say "cooperate with your fellow workers" when, at times, it is better for a worker if he/she tries to take advantage of his/her fellow workers rather than cooperate with them.
2. Dean: It might be advisable to structure one major career education concept around a topical heading such as "The Dynamics of the Marketplace" where students can understand such things as management/labor problems and the processes through which they are resolved. This seems understated in current career education concepts. The way much of career education is worded, it is bound to be more attractive to employers than to members of organized labor.

3. Carole: It is important to emphasize that, in career education, "career exploration" is intended to consist of a series of very short-term exploratory experiences rather than working at the same job for a semester or longer.

Issue: To what extent are teachers responsible for teaching the career implications of subject matter to students?

A. Introductory remarks

   1. Helen: Much more needs to be done in pre-service as well as inservice teacher education before this can become commonplace. This can be accomplished through the specialized methods courses.

   2. Ken L.: I'm more concerned with inservice education because it's a larger task. The vast majority of teachers now teaching will continue to teach. Therefore, we need to reach them. At the same time, we shouldn't overlook pre-service education.

B. How reasonable is it to expect that teachers teach career implications?

   1. Chuck: It is reasonable to ask teachers to teach the career implications of their subject matter. More teachers are displaying a greater consciousness toward teaching practical implications of the subject matter. It does not have to denigrate the purity of the subject.

   2. Larry: Art education hasn't really dealt with the practical aspects of getting a job. Ideally, if the current career education legislation passes, we will move toward this through inservice training.

   3. Marci: Foreign language teachers would welcome this kind of inservice education, not resist it.

      a. Helen: The career implications of foreign languages have been the most popular area of inservice education.

   4. Chuck: We're ready to create "cottage industries" such as candlemaking and pottery to bridge the gap between our direct application and what we do philosophically.

   5. Helen: Not many teachers will resist inservice education on teaching career implications as it's a matter of self-preservation. That is, we need students to choose our courses.

   6. Marci: The biggest resistance is from teachers who think of career education as an "add-on," not as a "refocus." So long as career education is "thread" into the subject, it will be accepted by teachers.

7. Carole: Most of the examples we are using concern students who may directly use the subject matter in their occupations. What do we say to the students who will be working on the assembly line and cannot possibly see any close or good connection between what we ask them to learn in school and what they actually will be asked to do in the world of paid employment?

   a. Chuck: The "degrees of freedom" approach could be used to establish linkages between the subject and its application.

   b. Ken L.: Often the student who is extremely interested in, say, French, isn't going to make a living through knowing only French. We must show them how to use French as an "add-on" to other skills they acquire to work in occupations where French is helpful.

8. Chuck: We need to find ways in which students who want to act, dance, paint, etc., can create a need for their talents in the world of paid employment. Many of them are doing so at the present time.

9. Carole: Social studies' prime contributions to career education will be in the areas of valuing and decision-making rather than in terms of emphasizing the direct career implications of social studies. We do want them to learn substantive content (e.g., The Middle Ages, Feudal Japan, etc.) and could do so, in part, by emphasizing the meaning of work in those times and/or in those cultures, but the content is important in and of itself.

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ASSOCIATION MINI-CONFERENCE: NCTE/NCTM/NSTA

February 14-15, 1977

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Issues Raised by Participants

1. To what extent will the new Administration be committed to programs of the former administration (such as career education): Implications for associations?
2. How can the basic concepts and nature of career education be most effectively communicated?
3. Implications of the career education concept for the academic classroom.
4. What implications, if any, does career education hold for "tracking" of students?
5. Career education: Beyond the basic skills (keeping a proper perspective).
6. What is a generally accepted definition of career education?
7. Implications of career education for inservice education of teachers.
8. Financial implications associated with implementation of career education in local schools.
9. What is the rightful place of career education in the curriculum?
10. What are the relationships of the career education concept to the content of subject matter?
11. The theoretical versus the applied parts of subject matter: Implications for infusion of career education.
12. Anti-intellectualism and career education: Are these related movements in the USA?
13. Goals versus implementation practices in career education: Compatible or in conflict?

14. What effects will implementation of a career education curriculum have on funding of "non-career education" activities? (NOTE: Current curriculum seen by many as "non-career education")

15. To what extent should academic teachers be involved in the development of career education materials and a career education curriculum?

16. Implications of career education for teacher certification and for pre-service teacher education.

17. What is a "career education curriculum?" To what extent does the inter-weaving of existing disciplines make a "new curriculum?"

18. How should proponents of career education be trained in how to "sell" it?

19. The academic disciplines: Survival skills for all versus sophisticated skills for specialists - What are the implications for career education?

20. Occupational stereotyping.

21. The effects of non-standard dialect on career options.

22. What are the advantages and disadvantages of an integrated versus a tracking approach to career education in English?

23. The use of tests as screening devices for career entry and advancement: Should schools teach students how to take tests?

24. What natural ways exist for integrating career education into the language arts?

25. Should there be a formal career education program in the elementary school?

26. Operational versus conceptual definitions of career education.

27. How can teachers become aware of the world of work outside of formal education when their primary background has been only formal education?

28. Is career education really new? How does it differ from such earlier programs as community education?

29. How do the goals of career education fit with the goals of science education?

30. Career choice versus career change.

31. Implications of career education for integration of all the academic disciplines: Will career education take over everything?

Discussion of Issues

Issue: Arriving at a generally acceptable definition of career education

A. Reactions to the U.S. Office of Education definition of career education

  1. Harold: The definition is so broad that it encompasses everything. We need to consider career education with respect to implementation. Should career education be infused or should it have its own place in the academic classroom? Maybe we should have a joint effort involving classroom teachers, counselors and special classes.

  2. Tom: I have two concerns: 1) Is it possible to separate the things you teach that are related to work from those things which are not related? and 2) I see career education as being synonymous with education; with math, English, science, etc., being avenues for career education. That is, the definition is so broad it implies that the entire curriculum is career education.

  3. Charles: Isn't career education simply saying that there are certain philosophies of education that will help students lead more purposeful lives? There are certain philosophies of teaching that fit into career education and career development, and others that do not. A process orientation rather than an information orientation is compatible with career education.

     For example, in English, to teach students "names of authors" (traditional approach) is not at all the same thing as teaching students to become "critical thinkers" (cognitive approach). Teaching "names of authors' may, in one sense, be considered career education for the prospective English teacher. However, it won't be career education for most students in the class, who will benefit in any career from the cognitive approach.

  4. Maxine: There's nothing wrong with teaching students how to cope. Coping, too, is part of what they need to learn to do in life.

     a. Maxine: There's nothing wrong with such goals as "reading for enjoyment."

     b. Charles: Career education may encourage and motivate students to do more by opening up new avenues or opening up the imagination.

  5. Marjorie: The sense of purpose proposed by career education is very important. It opens up new meanings besides saying "It'll be on the final exam." The notion of purpose should be the focus of teachers. We need to prepare students for careers, not a career. We don't know what students will end up being, so we should teach everything as if it was important to everyone.

6. Harold: Some contend that only about 10 percent of what students learn is learned in schools while the other 90 percent can be attributed to outside experiences. If this is true, it certainly holds great implications for career education's notion of making greater use of the total community as a learning resource.
7. Marjorie: We should emphasize the whole context of the young person's life as a way to structure the curriculum.
8. Harold: If the definition stays too broad, teachers will have difficulty making applications of the definition to the teaching/learning process.
9. Marjorie: It is proper to conceptualize "going to school" as the student's "work."

B. Career education and the goals of American education

1. Tom: Is it really possible to separate only one goal of education when one engages in the teaching/learning process?
2. Fran: Some institutions don't value the goal of "education as preparation for work." The implication given to the students is that, by not readying themselves specifically for work, they are. somehow, superior persons. Thus, those who do use education as preparation for work are regarded as "second best." This is what can lead to the "tracking" danger of career education.
3. Charles: It's a losing battle and very frustrating to try to separate the concepts because they're all intermeshed, but if you don't separate them, you don't have a definition. That is, career education is not separable from such academic goals as "critical thinking," even though you might have to artifically separate it for purposes of gaining a finite definition.
4. Bob: If career education were taking place in an English class, we would see such things as a) more stress on pupil creativity, b) less emphasis on a "literature for literature's sake" approach and c) increased emphasis on personal applications and implications of the content for the life of the individual student.
    - a. Maxine: There's nothing wrong with teach[illegible]las Marner simply because it exists.
        - 1. Bob: There is a difference if the approach to teaching Silas Marner is one of stressing the idea that "Silas Marner is about you and your life."
5. Harold: If one were to implement a career education effort in a public high school, what would be done differently? Even now, some persons are pushing hard for a "Career Education Department."

6. John: In H.R.7, page 18, lines 3-8, it might be helpful if that portion could be rewritten as follows:

> "Career education", for the purposes of this Act except for paragraphs (2) and (3) of section 7(a), and sections 7(b), 7(c) and 8, shall mean the totality of "*those*" experiences through which one learns about, and prepares to engage in, work as part of his or her way of living;

C. National Science Teachers Association's definition of career education

1. Career education is a part of the total educational process involving 1) attitudes, 2) thinking and decision-making skills, 3) communicative skills and (4) basic knowledge that enable the individual to make rational choices about meaningful and satisfying work.

2. Comments

    a. Tom: This doesn't help me in any way. It's too broad a definition and, as such, is no different than the goals of education.

    b. Carroll: The four components of the definition are included because they are the goals of science education. We don't want to create another discipline.

    c. Carroll: One of our recommendations could be that the National Science Teachers Association establish a permanent Career Education Committee to formulate the skills necessary to both careers and science, such as using communication skills for jobs in science.

    d. Ted: Another example is teaching students to be precise.

        1. Carroll: This may be what they are doing, but it needs to be brought to their consciousness.

    e. Tom: This definition does not state that the student is learning about decision-making with respect to careers. If the student learns to solve quadratic equations and this is problem solving, is this really career education?

D. The concepts of "congruence," "overlap" and "career-based overlap" in thinking about ways in which teachers may choose to implement career education in the academic classroom.

1. General explanation (Charles)

    a. Congruent Goals emphasize that acquiring a given skill taught in a particular discipline may be useful in later careers. For example, when teaching "critical thinking" in English, students may be told that there are many careers in which the skill of "critical thinking" could be important.

b. Overlap Goals (Subject-Based): A career education-type activity is added to something the teacher is already teaching. For example, if teaching short stories about sports, the teacher might add, as an activity, having the local sportscaster come to class to talk about his/her occupation.

c. Career-Based Overlap Goals: Devising and utilizing a set of activities that appear to be oriented only around career education matters and then looking for ways in which the subject matter may be infused into the set of activities. For example, a teacher may ask students to write themes about their fathers' occupations - obstensibly to increase student understanding of careers and appreciation for the work of their parents. Then, as part of the "package," the teacher could emphasize good writing skills.

d. John: There is a fourth area to consider, namely, studying content for its own sake (Distinctive Subject Matter Goals).

3. Other comments

a. Charles: I would most favor congruent kinds of activities because while they might be the hardest to do, they get to the core of the student's learning process. Overlap and career-based overlap are easier to do because of their career applications. Of the three, the one I least prefer is career-based overlap. Most overlaps in either direction are strained attempts to infuse career education into subject matter and, as such, are artifical.

b. Bob: If you're only teaching a problem-solving technique that can be used when the teacher gives that kind of problem, then it is not career education.

c. Jim: The Council for Basic Education would be opposed to career-based overlap because the focus is on careers and not on content.

d. Tom: A good part of mathematics grew out of everyday problems in that the mathematics were created to solve these problems. This is career-based overlap. The three categories that Charles has invented will appeal to teachers as a way of justifying what they do in career education.

e. Tom: A potential danger exists in that teachers may well react to these three approaches by saying "that's what I've always done."

    1. Marjorie: Whenever one approaches teachers to "try this," the first reaction of many is "that's what I've always done" - it's not unique to career education.

Issue: Is it important that all classes have a utilitarian value?

A. General comments

1. Marjorie: What possible justification do we have today in teaching students anything that they really won't need sometime in life? At present, there is much extraneous content in today's curricula that could be taken out. Career education content could be substituted for it as could anything else that would make education more useful in helping youth with their life problems.

2. Tom: The practical question is whether one is justified in taking a lot of time to show students how valuable the subject matter may some day be to them. For example, say we approach the topic of "quadratic equations." It may well take more time to show students how and why they will need to understand quadratic equations someday than it takes to teach the content of quadratic equations.

3. Harold: A major question is, when is the subject matter supposed to become useful to the student? Must the purpose be immediate or long-term? If we had to picture it strictly in terms of its immediate use, we would fail to teach much that is important to teach. The concept of utility is fine so long as it carries no necessary implications of "instant utility." This is one advantage of using a career education approach; that is, one can talk to students about the long run potential usefulness of subject matter in a variety of careers without in any way pretending that the subject matter will be useful to the student "today."

   a. Maxine: It's very hard to convince students of long run utility. For example, it's difficult to convince 10th grade students that they may need to know something about family planning in three years.

4. Ted: One justification you can give students for learning something is "so you don't limit your options."

5. Bob: Is the criterion of "utility" as essential with respect to elective courses as it is to required courses? That is, if a student elects a particular course, we have to assume that motivation is present.

B. The "minimal competency" dilemma

1. It is becoming increasingly popular to talk about the "minimal competencies" all students must have before leaving high school. If we go too far in this direction, we will be back to "teaching for the test," and students will have lost again.

2. Tom: If the "minimal competency" approach is used, which implies that something must be "weeded out," it is possible that some teachers may choose to "weed out" career education. This is just one danger of the "minimal competency" approach.

Issue: The meaning of "work": Should it include unpaid work?

A. Discussion

1. Fran: To most people, "work" means paid employment.
2. Fran: To define "work" with a restriction that it is something the individual has chosen to do (as opposed to involuntary activities) is artifical. There is a lot about most jobs that is involuntary rather than voluntary in nature. Too many students today think they should never do anything they don't want to do. This has and will continue to cause them problems in relationships with employers.
3. Dorothy: In order to become "good" in anything, people typically have to do all sorts of things they don't really enjoy doing (e.g., practicing hour after hour when it's no fun to do so). Commitment is the key; a sense of accomplishment or mastery.
4. Marjorie: The pride and pleasure of good workmanship can be learned by kids at an early age.

Issue: What is the relative strength of using a careers rationale, with its obvious delayed utility, as a motivation for learning academic content? For example, using this approach for process goals such as critical thinking, logical reasoning, etc. How appropriate? How much needed?

A. Motivation

1. Charles: In a congruent model, it may be completely unnecessary to talk about career implications in order to motivate students to learn such things as critical thinking. If such process goals are clearly related to long run career success, and they certainly seem to be, this could be construed to be a congruent approach to career education in the English classroom, even though the words "career" and "work" might never be used.
2. Marjorie: If the concept of the student as a worker is accepted (and it seems to make sense), then teachers might use the work of the student as a motivational device to learn subject matter. For example, students might be motivated to learn decision-making if they thought that by doing so they could enhance their chances of being elected president of the 5th grade class. Thus, a careers emphasis does not necessarily have to be based on delayed career outcomes. Instead, it can be easily related to direct and immediate benefits with respect to the work of the student.
3. Bob: When we teach at our best, we teach both meaning and significance. The difference in meaning between the two words "meaning" and "significance" is important. By significance we imply a utilitarian objective over and beyond understanding. Career education is one way of demonstrating significance.

B. Goals of education

1. Maxine: The trouble with trying to talk teachers into refocusing their efforts so as to provide, as career education advocates urge, "a proper emphasis to the goal of education as preparation for work among the several basic goals of American education," is that most teachers aren't consciously aware of such sets of goals as the "Seven Cardinal Principles of Education." Most probably could not name as many as three, in spite of the fact that if you presented them with a list of all seven goals and asked them how many they were attaining, they would check most, if not all, of them. Teachers are used to talking about "process" versus "content" distinctions for their own subject, but they are not used to talking about the broad goals of education in general. This makes it difficult for teachers to understand what career education advocates are asking them to do.

2. Dorothy: The Texas Education Agency has a set of six to eight broad goals of education which recently have been sub-divided into 19 smaller goal statements. A group of 15 persons is currently being asked to do a Q-sort of these 19 goal statements. Once done, it is possible that money may be channeled toward attaining the more important ones. If "refocus" is a priority, then change will come to all of the academic disciplines with respect to such broad goal statements as "education as preparation for work."

    a. Jim: How is a broad goal statement like this to be evaluated? How will you know when it is being done, or not being done, in a given classroom?

C. Focus versus refocus on the goal of education as preparation for work.

1. Harold: The term refocus implies that at one time the goal was being met. There must be some reason why career education advocates use the word refocus rather than the word focus. It seems that the use of the word refocus might be justified through recognizing that the goal is preparation for work, not just for jobs.

2. The word refocus is used because the meaning of work has changed, as well as the meaning of the goal of education as preparation for work.

    a. Marjorie: Society has asked if education was preparing students for jobs, but we must broaden the concept to include work.

    b. Olivia: It is essential for teachers to understand the difference between jobs and work.

    c. Charles: Society isn't buying career education's definition of work. Is it wise to attempt to, in effect, re-define such a word for the general public?

d. Tom: If "work" includes all that career education advocates claim, what is left?

3. Harold: We need to specify exactly what changes we want teachers to make.

4. Bob: One could argue that, in promoting the career education concept, what we are doing is taking advantage of the current unemployment problem as a rationale for a return to "Deweyism" in American education.

Issue: Career education legislation

A. Comments on H.R. 7

1. Tom: The math, science, English and other "academic" teachers appear to be excluded. In practice, most career education coordinators will probably be from a vocational education background. Yet, if career education is to be successful, the input of, say, the math supervisor at the SEA level will be essential. What provisions exist that will assure that the SEA State Coordinator of Career Education will involve the SEA State Supervisor of Math in the initial planning for implementation of H.R.7?

2. Maxine: In Georgia, established groups provide input to the State during planning stages.

3. Tom: One way is to have a project demonstrating how career education would be implemented in math classes, with math people involved in establishing guidelines.

B. Association involvement

1. Associations such as those represented in this mini-conference could and should be called on to serve as selection panels in choosing teachers from their respective disciplines to serve in OCE funded career education national projects.

2. Carroll: It is possible to conceptualize that each association represented in this set of mini-conferences might recommend to their association that a permanent Study Committee on Career Education be established and put into motion. If this is done, OE's Office of Career Education should take advantage of its existence by inviting members of such a Study Committee to serve as consultants to OE.

Issue: How could professional education associations become more involved in career education?

A. Suggestions

1. Marjorie: The associations can provide resources, information and consultation services to OCE, State Boards of Education, etc., and would be willing to do so.

2. Carroll: Each association now has a communications net-

work that should be utilized for getting career education concepts and messages across to its members.

a. Harold: For example, it is most important that teachers understand that career education is a concept and not a new course to be added, which many teachers fear it is.

3. Marjorie: We are planning a career education stand at our national convention. We need help from other professionals for this to happen.

4. Dorothy: Each association could tap the professional societies most directly related to their disciplines (e.g., the NSTA could contact the American Chemical Society, etc.) to discover, collect and disseminate information about careers related to the subject matter area around which the association has been built. We also need to follow-up on graduates in various academic areas in order to see what careers they are pursuing.

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ASSOCIATION MINI-CONFERENCE: AAHPER/ALA/NAVA

February 28 - March 1

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Issues Raised by Participants

1. Alternative careers for persons employed in physical education.
2. Appropriateness of "infusion" as a career education strategy in physical education.
3. H.R. 7 and the "Community Learning Resources Act."
4. How to move from an emphasis on information for occupational entry to an emphasis on lifelong career development materials.
5. Implications of career education for "tracking" of minority persons.
6. Continuing education aspects of career education.
7. Early development of career options.
8. Involving librarians in career education program development.
9. Wise use of leisure time for the aged, the underemployed, the sedentary worker and for retired persons.
10. Career problems of the overqualified worker.
11. Career understanding and career development of salespersons.
12. Need for accurate projections of job openings in the future.
13. Emerging careers: What are their implications for career education?
14. What is the current status of career education?
15. Need for current and accurate career materials.
16. How can audio-visual experts help career education become more successful?

17. Career development needs of the individual versus employer needs for immediate productivity.

18. Will jobs become obsolete before people are trained to fill them?

19. What do we do to make a better match between future job needs and current training program patterns?

20. How can persons be helped to recognize and develop their adaptability skills?

21. How can persons be helped to develop their oral and written communication skills?

22. Implications of new processes (such as word processing) for possibly decreasing the personal meaningfulness persons get from their jobs.

23. How to get more accurate occupational information for women going into athletics.

24. Are the OE occupational clusters now "set in concrete?"

25. How can we develop and utilize a better liaison between the world of education and the world of work?

Discussion of Issues

Issue: What could your association do in career education?

A. American Association for Health, Physical Education and Recreation

1. Establish a task force to come up with a clear set of recommendations on what Association members could do in career education.
2. Become involved in inservice education.
    a. Evaluate current audio-visual aids and make them more applicable to the physical education area.
    b. Develop a teacher's handbook with a whole series of suggestions on "Things You Can Do in Five Minutes to Put Career Education in Physical Education."
3. Study alternative careers for physical education professionals and become involved in job placement.
4. Examine the topic of "productive use of leisure time" beginning early in the elementary school. Much more could and should be done in this area.
5. Contribute to the re-education of older workers with respect to the topic of productive use of leisure time.
    a. "Constructive use of leisure time" has always been an Association goal.
    b. This is particularly true of one organization of AAHPER, the American Association for Leisure and Recreation.

c. "Recreation" is an action term whereas "leisure" refers only to a period of time.

6. One of the fears physical education professionals have is that if work is overemphasized, people may start feeling guilty whenever they aren't working.

   a. John: Some reports indicate that people on a four-day work week aren't using the time for leisure, but for a second job.

7. The content of physical education contributes directly to career skills now.

   a. As an example, athletics is a good mechanism for allowing students to discover their ability to deal with tension and to produce under pressure.

   b. Survival skills (i.e., adaptability skills) have been a part of the curriculum.

   c. At the pre-school level, we talk about developing psycho-motor skills that are used in jobs.

8. Future trends for career education in physical education.

   a. In the past, physical education has put more of an emphasis on teaching pupils how to play than on how to work (i.e., to make productive use of leisure time). This is changing now, with the increase in appropriate career materials.

   b. There is a trend to include in physical education information about careers in health, physical education and recreation, including recreation businesses.

9. Pat: The new physical education requirement in Maryland schools concerns "physical activity." It can be done either through a formal physical education course (currently elected by 94 percent of students) or in some other way, such as through athletics, intramurals, individual teacher/student contract or direct student involvement with an approved community agency such as a dance studio, karate school, cycling club, etc.

10. Terry: One way physical education is important in work was indicated in an article in Women in Work. The article suggests that one reason there are so few women executives is that they haven't been involved in team sports.

B. American Library Association

1. Librarians have been deeply involved in helping people make productive use of leisure time. For example, we might find a person who wants to study, say, medieval history. The librarian can help in developing a program. The libraries also act as a forum for people to discuss community issues.

2. Libraries are excellent places for the use of volunteers.

3. In the best libraries, an unemployed person can find out where the educational and vocational opportunities are located.

4. The emphasis on helping persons make productive use of leisure time is greater than the emphasis on helping persons acquire information about the world of paid employment. Financial constraints are a problem in acquiring materials.

5. Race and sex stereotyping: The ALA has a resolution urging training of people to become aware of race and sex stereotyping. However, since intellectual freedom is one of the ALA hallmarks, the ALA cannot endorse projects aimed at removing racist or sexist materials from the library.

6. The function of the librarian is to store and disseminate information, not to generate literature or create materials. The librarian does not create materials for teachers who want to change their lesson plans so as to include a careers emphasis. However, an active role can be taken in collecting career education materials and informing teachers about them.

C. National Audio-Visual Association

1. Kent: NAVA has consistently been opposed by the U.S. Office of Education (USOE) in its efforts to improve congressional authorizations. Organizations such as NAVA, ALA, etc., have had to work for better education legislation in spite of USOE's objections. It is difficult to see how, after all this time, USOE is now asking to work with NAVA. Can we have a new, positive beginning after such a poor start?

2. Kent: The OCE definition of career education is too narrow. Such programs as the youth jobs program, welfare programs, etc., certainly should be concerned in part with the career development of the participants and therefore should be included in the career education concept.

3. Peggy: Librarians are always brought in at the end of a new reform effort and then told to help make it successful but are never given any money.

   a. Lynn: Michigan has adopted a State plan for career education with no liaison with the librarians. Yet the libraries will be expected to provide the materials and the delivery system.

4. Ron: NAVA has over 400 member dealers and between 1,500 and 2,000 dealer/salespeople who contact every school in the country. It's the fastest possible way of getting the word out about a new concept such as career education. But, to get a product out, minimal development time is 15 months with perhaps 30-36 months required to make it operational. NAVA should have been involved in OCE Mini-Conference #1 - not #60!

5. Phil: Some coordinated effort should be made to see what kinds and amounts of career education materials are available now. Why should each State have to re-discover the wheel for itself?
   a. Lynn: The materials should be evaluated as well as catalogued.
6. Dan: The biggest problem in developing materials is that there's no line of communication.
   a. John: We need specific information about what is needed in career education so business will be able to get involved.
7. Rene: You can't force teachers to do career education all on their own. Right now, we are a long way from being ready to implement career education in all classrooms. A few are doing it now, but many have yet to begin.
8. Phil: In terms of needed career education materials, publishers need to know whether they are needed in a separate package, discipline by discipline, or if one set of materials is generally useful over all subject disciplines. Publishers need guidelines.
9. Dan: Under the current OCE system of "gradual diffusion of ideas," no association will be satisfied because it will not have had appropriate input at the State level.
10. John: NAVA members view themselves as responding to identified needs, not as persons who identify needs.

D. How can we develop materials that will help change teacher attitudes?

1. Philip: Material development and attitude change must happen concurrently.
2. Peggy: Materials and awareness are two components. Librarians find that people develop their awareness but then can't find any materials.
3. Peggy: Libraries are part of the Human Services Movement but are never recognized by so-called "Human Services Professionals."
4. Peggy: Time after time, people bring materials generated from Federal funds to librarians and ask the librarian to handle the storage and distribution. At times, when Federal funds are available, they may even pay for one person to handle the initial work. However, the Federal funds inevitably run out after a few years and the materials stay. How in the world can librarians handle the extra work involved after they have lost the new personnel that were initially made available when the Federal funds were new?

Other Issues

A. H.R.7

1. Marilyn: The K-12 emphasis is simply too narrow. The library must be built in if we are to reach the total community, including adults as well as kids. This, after all, is what the career education concept says it's all about, but the total career education concept is not reflected in H.R.7 as written. How can you say career education is for persons of all ages and then support legislation that limits it, in effect, to the K-12 level?
2. Philip: There is one section allowing for the establishment of community career education resource centers serving adults as well as youth. Libraries could possibly come in there.
3. Kent: There are two difficulties in involving the libraries. First, there is no specific language in the bill to include the libraries. Second, the money is channeled through the SEA, so how can the libraries be funded?
4. Kent: Do SEAs really need 15 percent of all the money? There's nothing wrong with five percent for State staff, but the ten percent off the top for State leadership is too much.

B. Dissemination of career education materials: Problems and suggested solutions

1. There need to be regular meetings between producers and those who have developed materials or identified needs. For example, the Bureau for the Education of the Handicapped has a system of bringing homemade materials to the NAVA convention and letting the publishers know what materials look publishable. They put the materials in four categories, one of which is "Possible To Do Commercially." The material is described in terms of what is available and needed, and the amount of research that has been done.
2. Another operation is NIE's "Publishers' Alert," which is based on reports from the Labs and Centers and sent to all publishers. Why not consider a kind of OCE "Publishers' Alert" for career education materials? If the OCE homemade materials were organized, publishers could work with them. Victor Fuchs, Center for Media and Materials for the Handicapped, the Ohio State University, now has a system of RFPs that alert publishers to materials for the handicapped.
3. Another model is Medline, from the National Medical Audio-Visual Center in Atlanta, which has on a computer all the available materials in the field.

4. Lynn: The career education concept will sell. This is true whether you decide to go through public libraries or through another group, such as the American Legion. The problem remains, however, with respect to the need to develop career education materials and to strengthen the delivery system. This must be done.

5. Peggy: Career education materials should start with adults, not with kids. There are so many adults with so many career education needs right now!

   a. Lynn: We really need an "H.R. 7-B" bill right now that will take care of adults as well as youth.

C. Suggestions for improving the mini-conferences

1. OCE materials should have been on display.

2. We ought to send every mini-conference participant a list of the names and addresses of all people who have ever participated in a mini-conference. In this way, participants in need of particular expertise could contact each other.

3. Send each mini-conference participant a list of names and addresses of every State Coordinator of Career Education so they can encourage their State counterparts to make contact with them.

4. Send all mini-conference participants a brochure on how to use the ERIC Clearinghouse for Career Education and urge them to submit their materials to ERIC for inclusion in the system. Ask Marla Peterson at ERIC to write this brochure and to send it out for OCE.

5. Try to get all the OCE monographs into the Government Printing Office.

6. Put more variation into the mini-conferences. For example, early in the afternoon break up into groups of three with one person from each of the three associations. Ask each sub-group to consider one topic and then report back to the whole group.

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ASSOCIATION MINI-CONFERENCE: APGA/AVA/CEC

March 21-22

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Issues Raised by Participants

1. Where are the jobs for the handicapped?
2. How do we change attitudes of employers toward the handicapped?
3. Assuming reform is needed in education, is career education the most proper vehicle for use in attaining reform?
4. Who is the "gatekeeper" for career education?
5. Where is the fine line between career education and vocational education in terms of curriculum? Administration and management? Teacher education?
6. Are there differences in career education and vocational education teachers?
7. How do we prepare vocational education teachers in career education?
8. How do we change attitudes of teachers, counselors and parents toward the handicapped?
9. What kinds of inservice education are most effective for career education?
10. How do we promote career education best in teacher education institutions?
11. How does a school district design and implement a comprehensive career education effort?
12. Access of the handicapped to career education and to vocational education.
13. Expanding the career concept for special education beyond vocational education.
14. Career development in career education: Beyond entry skill training.
15. Productive use of leisure time, family and total lifestyle implications of career education.
16. Special career education needs of special populations.
17. Career education for older Americans.
18. Career education for veterans (particularly Vietnam veterans).
19. Communication problems in career education: How to avoid reinventing the wheel?
20. Career education legislation.
21. Overlooked contributions career education has made to increased professionalism of educators.
22. Challenge: Impact of career education on the thoughtful reform of postsecondary education.

Discussion of Issues

Issue: What kinds of inservice education are most effective for career education?

A. Introductory remarks

1. Donn: There are so many actors and problems involved, and the question is how to get them all together. Inservice education must include career education as a process. The business sector supports career education but doesn't understand the schools. Parents must be involved with educators. Why not inservice parents, business people and school personnel together? Time is a factor, and so is the question of giving university credit and other incentives. Who are to be the trainers of trainers for career education? What constitutes effective inservice training? That is, how do you change attitudes? What is the content for inservice education for career education? Are continuing workshops better than a shot here and there?

2. Garry: How do we get teachers to recognize that they, as well as students, need career education? Maybe if we started with the career education needs of teachers, it would help.

B. Discussion

1. Stan: Whatever we do in inservice training should include direct contact with the handicapped. The best way to break down the stereotype is to have this direct contact. This is a general solution to be applied to any stereotyping problem.

2. Jim: The teacher has the least power in education - even students have more! If teacher change is to occur, they must have the power group (administrators and boards of education) behind them. If not, inservice education becomes only a "walk-through."

3. Garry: Do we really need inservice in career education? We need to look at both content and process. Some inservice entails visits of teachers to industry while other inservice concentrates on giving teachers theories of career education. Maybe both are wrong, and we ought simply to focus our attention on changing teacher attitudes.

   a. Pat: Attitude is an amorphous term, except as expressed in behavioral terms.

4. Pat: Public Law 94-142 calls for parental involvement. This is very much related to career education involvement.

   a. Donn: P.L. 94-142 does not make any direct reference to career education. CEC is trying to do something about this now.

5. Nancy: If you do inservice by content, teachers perceive it as adding to the subject matter. On the other hand, if it's done on the basis of new ways to help students learn more subject matter, teachers take it better.

6. George: You have to help teachers see that career education will make their subject matter more exciting, more relevant for their students and for them.

   a. Donn: If teachers could see and hear videotapes of students who say things like "this course isn't interesting to me," perhaps the teacher may be willing to change.

7. Jim: Havelock and Lippet's program at the University of Michigan is good for changing attitudes. If we can tell them what attitudes we want to see changed, they can do it.

8. Frank: We have to deal with the "turfsmanship" question. The division of responsibility through team involvement is the key to effective inservice education. What is needed is a renaissance of spirit.

9. Garry: We still don't have clear answers as to what we want teachers to do in the name of career education.

10. Donn: It's best to do inservice of teachers, counselors, parents and members of the business/labor/industry community together. We need to talk to all of them about the kinds of competencies students should have and then talk about how each of us can contribute to helping students develop these competencies. By using a competency approach (in working with the handicapped, we have identified 22 competencies), each person is better prepared to identify and accept a role in career education for himself/herself. People need something concrete with which to start in career education, and the list of 22 competencies is that kind of thing.

    a. George: I would not bring all factions in together, at least not initially. Each has to begin by saying "What do we want for kids?" before he/she can start to say "What can I do to help?"

11. Jim: In vocational education, we've been involving parents and the business/labor/industry community for three generations now through advisory committees.

12. Frank: Many persons are now saying "tell us how to do it." That is, the thing that is killing inservice education is our continuing emphasis on theory and philosophy. They know that now; what they need to know is how to do it. The basic attitude change has already occurred, at least insofar as counselors are concerned.

a. Sharon: I disagree. Are you equating career guidance with career education?

b. George: Career guidance is a centrally important part of career education.

13. George: It takes time to work with teachers, next parents, then administrators and finally the business/labor/industry community, but it's more effective to do it that way. We need to involve people after the theoretical background is given by action activities such as role-playing or demonstrations.

14. Donn: Lack of administrative support has been the biggest deterrent to effective inservice. Where are the substitute teachers who are needed so that regular teachers can engage in career education inservice?

15. Pat: We need to look at who reinforces teachers for what.

C. Stan: Do we need career education coordinators at the local school level?

1. Frank: Without someone to coordinate, it won't get done. Everyone's responsibility is no one's responsibility. The career education coordinator's position is one of communication.

2. George: Yes, someone has to be there providing leadership and facilitating the teachers' work.

3. Frank: The coordinator is responsible for demonstrating effectiveness and ensuring accountability.

4. Stan: We need career education coordinators at the State and local school district level to insure visibility. If the counselor can do it at the building level, fine. If not, we need someone there too.

5. Garry: No, career education isn't a program, but a concept. You shouldn't need a specialist in career education.

6. Jim: I agree with Garry. In the long run, it's got to be infused into the entire system. To simply name a career education director is a cop-out. Had vocational education started that way, it would be in trouble. Vocational education did better by making itself a responsibility of the superintendent and of the school board. That's the way to go.

7. Pat: Mainstreaming in special education is going to require special education facilitators, partly because Special Education went about it wrong initially by setting up special classes. Perhaps, if this hadn't been done, mainstreaming would not require special persons.

8. Garry: Thirty percent of vocational education funds now, by law, go for the handicapped and disadvantaged (10 percent handicapped, 20 percent disadvantaged). But vocational education doesn't hire special coordinators for that.

Issue: Career development in career education: Beyond entry skill training

A. Lifelong career education

1. George: We can't take a narrow view of career education that makes it either synonymous with vocational education or a means of getting kids into vocational education. Yet there are proposals in the Bureau of Occupational and Adult Education (BOAE) right now to do this kind of thing. Something is wrong. Career education ought to concentrate on helping kids throughout life.

    a. George: Career can be defined as the totality of activities in which one engages during his/her waking hours.

2. Frank: Skill training, in some places, seems to be the end of the stream, rather than only one part of a broader view of career education. The thing missing for many persons is the need to recycle, not the need for gaining initial entry into occupations. Career awareness and career exploration will become increasingly meaningful to adults. It's not something only youngsters go through.

B. Meaning of career and vocational education

1. Jim: A draft paper recently gave the following as its essential message: "If vocational educators perceive that career education can serve a useful "pre-vocational" function, then vocational education will see to it that career education survives. If vocational educators don't perceive that career education can help vocational education, then career education within the institution of education will die."

    a. Nancy: I would disagree. Career education is concerned with adaptability and coping skills.

    b. Pat: There's a communications problem in that vocational education hasn't been aware of how special education perceives career education.

    c. Garry: There's basically nothing wrong with Jim's statement. Career education does serve as a "prevocational" program in the sense that whatever the individual does, at whatever stage in life, leads him/her to enter specific vocational skill training.

d. Pat: The quote says, in effect, "Career education is a prerequisite to vocational education."

   1. Garry: That's right. Unless we have career education, we're going to continue to get the wrong kids enrolling in vocation education.

e. Stan: Career education includes everything. To say that pre-vocational is career education sounds as though career education stops when vocational education begins, and that seems wrong.

2. Donn: The CEC position statement, paraphrased, says "the individual can find personal meaningfulness through work, paid or unpaid, and in other life roles such as citizen, family member, etc. Career education must permeate the entire curriculum. Every individual must move toward full career development: economic, moral, aesthetic, religious, avocational and job roles are all parts of one's career."

   a. Career implies many more life roles beyond work.

   b. If we can define career education broadly enough to include such things as citizenship, we will be O.K. If we don't, then something will still be missing in the total spectrum of educational reform. If we limit it to just work, it will be too narrow.

   c. Garry: With such a broad view of career education, I don't even know what ball park I'm in, let alone how to keep score. It should be narrowed somewhat, it seems to me.

   e. Donn: We think the individual can and does have several careers. He/she has a career as a student, a career as a citizen, a career as a homemaker, a career as a worker, etc. Each of these is a different career to CEC.

Issue: Who is the gatekeeper for career education?

A. Discussion

   1. Jim: Who controls the flow of money, personnel, etc., at the Federal, State and local levels? You have to know how the gatekeeper operates if you want your share. The superintendent is the key person.

   2. Frank: There's a political gatekeeper, too. To the extent that career education is perceived today as a "Nixon" thing, it's in trouble.

   3. Jim: The professional education associations can and do serve as gatekeepers, too. They can either stop or promote career education.

Issue: Attitudes toward the handicapped: Implications for career education

A. Discussion

1. Donn: To change attitudes, we have to start by helping people recognize they don't know what terms like "mental retardation," "handicapped" or "career education" mean. We can then move to "What do we want these students to become after they leave the school system?" Several workshops later, they will agree on a plan of action.

2. Frank: How important is the problem of opening up multiple kinds of educational opportunities for gifted and talented students?

    a. Stan: It's very important to think about the talented as well as the gifted.

3. Pat: People in special education are aware that stereotyping can be damaging, whether it is of handicapped, sex or race, and combinations can be devastating.

Issue: Leadership roles for CEC, APGA and AVA in career education

A. Council for Exceptional Children

1. Stan: CEC has established the Center For Information, Technical Assistance and Training. It could become a powerful force in career education. They have already had a training institute in career education and could do more. The Center operates out of CEC Headquarters.

2. Donn: CEC is providing career education leadership now. The National CEC Conference On Career Education, February, 1979, will be very broad and representative of a wide variety of societal forces. In addition to the Conference itself, there will be a series of two day career education institutes held immediately prior to and/or following the Conference. CEC's Division on Career Development is involved in promoting career education within State Chapters of CEC. Already, CEC has had a few special journal issues on career education.

3. Stan: The Board of Governors of CEC has identified career education as a priority issue and has been very supportive of the creation of the Division of Career Development. That Division now has 200 members, 50 to 60 of whom, in the past, have been vocational education oriented. They anticipate large numbers of work adjustment coordinators and similar types joining. They hope to interest CEC members whose primary interests lie in elementary education in joining the Division.

4. Pat: Both Bill Geer, the Executive Director, and Harold Perry (current CEC President) have been involved in the CEC Study Group on career education.

5. Donn: At the CEC Convention this year, there will be a number of programs on career education. In addition, there will be two days of exhibits on career education for the handicapped.

6. Donn: In Missouri, the State Director of Special Education, CEC and State personnel involved in vocational education and research worked together on a program that would meet the career needs of special populations at the local level. They looked at needs assessment, training, etc.

7. Pat: Things we could do include promoting career education as a topic in a State CEC meeting during the next year and communicating career education concepts to people in the field.

B. American Personnel and Guidance Association

1. Frank: APGA has a position now on the "Roles and Functions of Personnel and Guidance Workers in Career Education." It provides six leadership roles and seven participating roles for the counselor. Much of the current leadership, nationwide, for career education consists of persons identified as present or past APGA leaders.

2. Frank: In 1974-75, the Shell Foundation provided APGA a grant in career education. At the LEA level, we considered the role of the counselor as a career education leader. The effort showed much more of a tendency toward a team effort rather than the counselor as a leader/model. Shell Foundation then asked APGA to develop a handbook on "How to Introduce Career Education to the Community." APGA is working on this at the present time.

3. Frank: SEGO (Sex Equality Guidance Opportunities) resulted in over 300 workshops which were largely career development/career education oriented. APGA has published a "Handbook on Workshops for Sex Equality" which is about 150 pages.

4. Frank: APGA wants guidance persons involved on local career education advisory committees.

5. APGA's 1965 publication "The Teacher's Role in Career Development" is now out of print, and it is currently being revised.

6. APGA's government relations committee has been working on solving the question of the differences in career guidance, career development and career education. A beginning was made on this in the APGA/AVA position paper, which needs revising.

a. If P.L. 94-482 goes into full operation, it calls for an "Office of Guidance and Counseling." APGA wants it in USOE's Bureau of Planning.

7. Frank: APGA's Professional Information Service handled 4,400 written requests last year. The Service covers the 12 APGA journals as well as texts on counseling and guidance.

8. George: The trend is moving toward the counselor becoming the career education coordinator at the building level, but there remains a strong interest in and emphasis on personal counseling as well. The National Vocational Guidance Association (NVGA) has not addressed itself specifically to career education. Instead, it has concentrated on career guidance. The National Vocational Guidance Association might move more directly on career education in collaboration with the Guidance Division of APGA.

9. George: NVGA has a newsletter on "Career Guidance for the Gifted" plus an occupational information service that judges the quality of occupational information. They have, in addition, published the first monograph on career maturity. With the Association for Measurement and Evaluation in Guidance (AMEG), NVGA is doing four monographs next year on measurement problems in career development.

10. Nancy: Some APGA leaders haven't understood what career education means or what its objectives are. We need always to be aware of leadership information needs as well as membership information needs in our professional associations.

11. Nancy: Legislation has expanded the counselor's role into an action orientation as opposed to the exclusively "caring, feeling" counselor. It has been a positive thing for the profession to add this dimension.

C. American Vocational Association

1. Jim: Beginning in 1966, there was an AVA resolution which, in effect, called for career education. They have repeated career education resolutions almost every year since. AVA has published several items on career education, including publishing a yearbook on career education in 1973. The AVA innovators have, in the last few years, turned their primary attention to other things and have tended to pay less attention to career education. The AVA membership is action oriented. They are willing to deal with concepts for awhile, but, unless they can see it converted into action, they soon grow tired of it.

2. Garry: The AVA Task Force on Vocational Education and Career Education is now working on the problem. They have started to develop an AVA position on career education and, by May, should have a proposed position, on which we hope to get consensus, for consideration by the membership.

3. The AVA Task Force on Vocational Education and Career Education has now commissioned six papers covering:

   a. Theoretical basis of career education - Osipow

   b. Staffing - Bob Taylor

   c. Philosophy of vocational education and career education - Charlie Law

   d. Role of professional associations - Alberta Hill

   e. Administration and management - Grant Venn

   f. Curriculum - Bob Lathrop

   In addition, they have asked each of the 104 subparts of AVA to give them its position statement on career education. These position statements, along with the six monographs, will provide the basis for the proposed new AVA position statement.

4. Jim: The recent authors conference for the six monographs raised the problem of career education moving away from being simply a concept and moving towards a programmatic orientation.

5. Garry: There has been a slackening of AVA interest in career education based, in part, on such fears as: a) career education might take funds away from vocational education, and b) career education might take some political power away from AVA; that is, some politicians who previously supported vocational education might be tempted to switch their primary allegiance to career education.

6. Garry: Many AVA members are concerned that what used to be the ERIC Clearinghouse on Vocational Education has now become the ERIC Clearinghouse on Career Education.

7. Jim: AVA must now be concerned with the new Department of Labor youth programs being proposed. They will want to expand their scope to include career development in addition to short term specific job skill training.

8. Garry: AVA will change to a more supportive role for career education when it realizes that strengthening career education will make for better students in vocational education.

9. Nancy: Some vocational educators were hurt when, in H.R. 7, one of the career education definitions took vocational education out of the definition of career education. They were also hurt when they saw they had to put a big "sex bias" emphasis in their vocational education legislation, but they thought career education was getting by without having to put such an emphasis in H.R. 7.

Issue: Criticism of OCE publications and suggestions for OCE

1. Jim: There's a real question whether or not the career education concept can survive unless a strong national career education organization is formed. One of career education's problems is that it hasn't identified a "devil" to attack as a rationale for being needed.

2. Why not conduct a workshop for all OCE Project Directors on the Handicapped? Perhaps CEC would be willing to help put this on.

3. Donn: The OCE monograph on "Career Education for Special Populations" is weak and needs to be rewritten.

   a. Stan: I agree. The section on inner city kids is too negative. It should be balanced with some of the positive things that can, and are, happening.

4. Garry: OCE could design a series of Measurable Behavioral Objectives for SEAs that include career education.

5. Nancy: Professional associations could suggest ways of infusing career education into higher education.

6. George: OCE should do more about pre-service teacher education in career education.

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ASSOCIATION MINI-CONFERENCE: AASA/NAESP/NASSP

March 28-29, 1977

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Issues Raised by Participants

1. How to help school administrators 'know what they don't know" about career education.
2. Relationships between the total goals of education and the necessarily narrower goals of career education.
3. How to transfer ownership of career education from top levels of administration to classroom teachers.
4. How to create a willingness among school board members to let the community have a voice in the formulation of career education policy.
5. Where is the "wax" (or "glue") that is required to tie all the variety of school and community efforts together so that, in toto, they spell "career education?"
6. How do you build local school/community collaborative efforts?
7. What constitutes appropriate inservice education for teachers in career education?
8. How do you keep career education from becoming a "barnacle" on the school system?
9. How to move from a "what it is" to a "how to do it" emphasis in career education.
10. Legal liability problems for career education (involving field trips, etc.).

11. Rewards and consequences of career education for students: what's in it for them?

12. How to make career education a "womb to tomb" activity over the life span.

13. How to assess and evaluate career education when the variety of current efforts is so large and its comprehensiveness is so small.

14. What is the true meaning of career education? How can the current widely differing definitions be resolved?

15. Appropriateness of "attitude toward work" as a basic goal of career education at the K-6 level.

16. How can teacher education institutions become more involved in career education?

17. Where is the advocacy for career education? (Those who need it most are the least organized - nothing like, for example, the handicapped advocacy group.)

18. Can one, at the building level, really separate career education from vocational education?

19. Is it wise to continue to try to implement career education as an internal reform? Is it time to move toward using external pressures for reform?

Discussion of Issues

Issue: Where is the "glue" that is necessary to tie all the variety of school and community efforts together so that, in toto, they spell "career education"?

A. Direct answers to this issue

1. Winston: The "glue" is the goals of education. We're really talking about correctly fitting in one of these goals (namely, "education as preparation for work") with all the others.

2. Ron: One glue factor is that today's students are "information rich" and "experience poor." Thus, the "glue" is experiential education - the total attempt to bring greater balance between information and experience in the total teaching/learning process.

3. Ron: One way of defining "career education" is to ask "what is not career education?" The "glue" is education, whether you're talking about "career education," "open education," "action education," "experiential education" or any other kind of education. I use the analogy of the laminated board versus the particle board. Education is the particle board where, when any particle is missing, you have holes. If you see education as a laminated board, you mistake one section as the whole. Thus, what it comes down to is an emphasis on the goals of education.

4. Gerald: The "glue" may be the generic effort, of which career education is an example, to expose today's youth to a broader set of cultures in our society than simply the "youth culture." High school youth live in a kind of generational isolation in that they are isolated from the world of work and from serving others.
5. Ron: The "glue" may be represented by the need for a better defined "rite of passage" from youth to adulthood.
6. Scott: Perhaps the "glue" for career education is that application is the culmination of education. Without application as the last step in learning, learning is incomplete.
7. Sol: The "glue" will be defined operationally as the total set of outcomes career education seeks to achieve.

B. Other comments related to this issue

1. Curtis: Why is it that a service station attendant will let a kid who has skipped school for the day hang around the station and engage in all kinds of work experiences without raising any questions at all, but, when we assign that same student to that same gasoline station and call it "career exploration" or "work experience," the service station attendant immediately wants to raise questions of "legal liabilities?"
2. Otty: We've found that kids who are engaged in career education opportunities in the community are very motivated to participate in such activities. Yet, simply doing so doesn't seem to have a positive effect in motivating these students to come to school or to try harder in their regular school work.
3. Ralph: We need to point out that there is a relationship between school and work so that students can see how people use the basic academic skills in their occupations.
4. Curtis: The most and best changes in career education occur at the K-6 level, but it's much tougher at grades 7-12 where obstacles arise such as a) college prep requirements, b) work experience, c) legal liabilities, etc. In addition, secondary teachers aren't as used to working together in things like block scheduling as are elementary teachers.
    a. Sol: The high school level has tremendous potential for career education programs and activities. I find that it's easier to reach teachers and get things going. For example, students in our "science institute" must do actual career exploration activities in the community, such as working in a laboratory, as a recognized part of their education. If we try

to implement career education through infusion (that is, in a generalized sense in every classroom), the typical teacher response is "I'm already doing that."

5. Sol: The legal liability (associated with things like work experience) is a major problem for career education. The typical way in which it is handled now is to ignore it wherever possible and, in those instances where employers raise the issue, to simply drop that employer and try to find another who, like the school, will ignore the issue.

6. Audrey: It's a curriculum development problem. That is, if we said "community experiences" are a part of the curriculum for every student, that would be one way of assuring it. The trouble is, unless one is aware of and sensitive to the problem of stereotyping, it may be reinforced rather than solved through allowing students to see "typical workers in typical occupations." What is needed, of course, is to assure that both boys and girls see men and women in non-traditional roles in the occupational society.

7. Otty: The "specifics" approach Sol suggests amounts to "program add-ons." Maybe that is not the most appropriate way to move toward change.

8. Ralph: We need a plan for the decision-making component for students. We offer lots of programs but provide no help to students in making choices.

9. Gerald: In the last 15 years, American secondary education has greatly expanded the number of options made available to students. We are just now, through career education and similar things, getting around to helping students deal sensibly with the multiple options we've created for them.

    a. Cliff: It's a matter of providing time. We're working on that problem with the teacher/advisor system where we shut down classes to provide time for consultation. All teachers are involved in this program. To make it effective, you have to give the teacher a lot of authority (for example, allowing the teacher to authorize and make schedule changes for students). Of course, some teachers are better "advisors" than others, and, to solve this, we try to put a good teacher with one who needs help in becoming a better "advisor" to students. We begin with an interest inventory and match students with teachers. Then, we break down into advisor/advisee groups each day to monitor the academic progress of the student.

b. Sol: We've tried to emphasize the development of decision-making skills in a wide variety of disciplines.

10. Sol: Obtaining community involvement for career education is no problem. The community is more ready to participate than we imagined. Museums, hospitals, art galleries, etc., have all opened their doors.

11. Cliff: It's important to remember that in career education we're not training students for jobs, but rather for work. This includes work habits, attitudes towards work, etc.

12. Sol: As we use the "specific activities" approach to implementing career education, we are finding changes occurring in the "regular" classroom as well.

13. Dick: It's important to recognize that we could develop unrealistic expectations on the part of students as a result of career exploration programs. For example, if students engaging in career exploration were led to believe that they are assured of a job in the area in which they are exploring, many are bound to be bitterly disappointed. We need to watch and make sure that students are aware of the goals and the limitations of career exploration. Counseling can provide students with a more realistic handle.

Issue: How to assess and evaluate career education when the variety of efforts is so large and the comprehensiveness of the effort is so small

A. Introductory remark

1. Gerald: We want career education to be so saleable that we make it very broad. This makes it very difficult to evaluate.

B. Discussion

1. George: The time has come to establish some guidelines that still give career education flexibility. There are a number of approaches to get teachers involved. We do it through use of community resource services and "mini-grants" to teachers. Both of these things encourage more teachers to engage in career education and thus increase the comprehensiveness of the effort so that, in fact, there is something to evaluate (which, of course, is a prerequisite).

2. Sol: Assessment evaluation is what is needed. To convince the building administrator that a given program is worthwhile, one must evaluate it. Career education is handicapped by the fact that its primary assessment tools appear to be largely in the affective domain, while the public

and school boards are more interested in cognitive evaluation models developed for schools to use. We need to pinpoint successful programs and then evaluate what makes them successful in order to promote more programs.

3. Dick: All teachers want to achieve some career education learner outcomes (e.g., help students acquire better work/study habits). If, to begin, we emphasize learner outcomes as simple and as incomplete as this, teachers will at least get started and can progress to more sophisticated models.

4. Scott: The biggest problem of American education is that people apparently feel uncomfortable talking about the "goals of education." NASSP is currently supporting the concept of an annual plan for a school based on goal statements.

5. Audrey: We've just been through the Phi Delta Kappa process where a random sample of the community identified their goals. This is the basis for concepts, resource allocations, etc. The biggest problem I see with respect to evaluation is that too many programs cannot be evaluated on a short-term basis, so we need to do long-term evaluation.

Issue: Should the principal be the Career Education Coordinator at the building level?

A. Principal's responsibility

1. Bill: Ultimately, the principal is responsible for career education at the building level.

2. Ralph: Until the entire staff is engaged in career education, the principal must be ready to coordinate it and push for it. However, too often we delegate the responsibility to one person, and the program becomes his or hers. We need to have everyone involved.

3. George: If the principal doesn't want career education, it simply won't happen. Thus, the principal must assume a leadership role, whether or not we call it a "coordinating role."

B. Responsibility should be delegated

1. Tom: The "coordinator" could just as well be a teacher as the principal.

2. Tom: A teacher who is "turned on" to career education can motivate the "turned off" teacher better than can the principal.

3. Sol: The principal should not be the career education coordinator at the building level. Instead, he/she should delegate this responsibility. There is no reason to believe that it should be delegated to a single individual. One could delegate different parts of it to different

persons. This has some advantages in avoiding the image of a single "career education specialist" at the building level.

4. Tom: In my elementary school, we get the equivalent of only one-half day of counselor time for 700 elementary school pupils. If we did better at the elementary level in providing help to students, we might not need so many counselors at the high school level.

5. Cliff: If the "advisor/advisee" system is working right, there will not be a need for a "career education coordinator."

C. Other comments

1. Harold: Whether or not the principal can take on this task depends on how much help the principal has in performing his/her other duties.

2. George: At the elementary level, the career education "coordinator" should be the principal, but, at the secondary level, it should be someone else (such as Department Chairperson).

3. Don: We should not make the director of vocational education the "career education coordinator" at the high school building level.

Issue: How should teachers be rewarded for "doing" career education?

A. Introductory remark

1. Curtis: Teachers don't have reinforcement available to them. Most people tend to move toward the cookie jar. In the way of professional enhancement, reinforcement could include 1) mini-grants, 2) extra resources to get or develop teaching materials and 3) time to plan for using a career education approach to teaching.

B. Discussion

1. George: "Mini-grants" are an effective reward system. Teachers don't get paid money for them, but they can see that students are really benefitted. This is the most effective kind of reward to a good teacher.

2. Tom: Extended teacher contracts for Summer planning in career education is rewarding.

3. Tom: The concept of released time serves as a very effective reward system. We get $500 to buy 10 days of released time for teachers who need it, and teachers can apply for one or more days.

Issue: The nature and feasibility of collaboration

A. General comments

1. Scott: Much current activity is aimed at greater involvement of the Department of Labor (DOL) in education. There are already at least 2,000 K-12 school districts involved in community collaborative activities, but some DOL persons are regarding it as a brand new idea.

2. George: There are only two things that matter when talking about collaboration: power and money. Those who have them run things.

3. Tom: Advisory committees are, and should continue to be, "advisory." They do not have power to make decisions.

   a. Curtis: The new Vocational Education Amendments allow advisory committees to hold up funds.

4. George: I don't fear community involvement. We're trying to pass a bond issue and need everyone involved. Getting community involvement is one way of neutralizing the radicals in basic education who are trying to get schools to go back to dress codes and similar things.

5. Sol: It's a fiction to promote "community collaborative involvement" under a pretense that, by doing so, we will save the schools money and make education more cost-effective. In any school, there are still the same basic costs in terms of teacher/pupil ratios which are what cost money. If community involvement was attempted as a means of cutting the size of teaching staffs (thereby really saving money), teacher unions would be up in arms.

6. Sol: It's also a myth that any community group wants to be "policy decision-makers for schools." Even if they did want to, assuming they are established outside the framework of the school system, it wouldn't matter because they couldn't get in if we didn't let them. Right now, schools work with all kinds of community groups to develop programs.

   a. Scott: Some are talking about establishing an independent, outside community effort aimed at helping students solve education/work relationship problems under a pretense that to do so, with an outside group, would then leave the schools free to "really get back to the basics."

7. Curtis: On the other hand, there are organizations such as Junior Achievement (JA) which will allow students in their program (without the school's involvement) while the school does the paperwork and awards the credit. The "Explorers" (scouting) is another example. It is simply illegal for us to grant credit for activities for which we have no means of being accountable.

a. Bill: It doesn't frighten me. If the community can do things like JA in after school hours, it's O.K. with me, so long as they don't ask us to give credit for it.

b. Sol: I would resist giving credit for programs over which I have no control.

8. Sol: The school board is the legal elected authority. Parent associations, too, have major input into school policies. Although I want business leaders' advice, I don't want them to take the decision-making away from me just as I wouldn't tell them how to run their businesses.

9. Gerald: Our goal is to interrelate all learning opportunities for kids. If we get programs such as "community recreation," "community art festivals," etc., we might not have to have all these courses in our schools to the extent that we do now.

10. Scott: I don't see the resources out there that everyone talks about. Unless you subsidize business interests, it's doubtful they will come around. If you're going to spend money on helping students solve the education/work problem, it would be better to put that money into the school system.

11. Harold: The schools almost have to be the coordinating body. That is, it's difficult to find any one community person with credibility that would be fully acceptable to all the diverse kinds of community segments that should be involved. They all do have to work with the schools on education/work problems and so should be amenable to having the schools coordinate it.

12. Bill: When will a kid today be "just a kid?" We've got kids programmed for one activity or another from early A.M. until late at night, in school and after school. Kids need some time just to themselves.

13. Winston: To counteract those who argue for "community control" of schools, the best thing schools can do is to work with those segments of the community who have not yet jumped on that "bandwagon."

14. Gerald: Business leaders don't want to deal with school policy making.

15. Ron: If we set up a separate community education/work council outside of the structure of formal education, we will magnify, rather than reduce, the dichotomy between "school" and the "real world." The result would be just the opposite from that which career education is trying to attain.

16. Curtis: I really would like to work with Junior Achievement. I would like to say to them "I want to work with you and will assign some of my staff to do so, but, if we

are to give credit toward graduation, then we must become involved in a) determining content and b) assigning grades." If they would buy this, JA would be fine.

B. Community college involvement in community career education efforts

1. Curtis: Many community colleges aren't capable of handling the community collaborative function. If they tried to do so, they would want to use our facilities.

2. Scott: The battles between the high schools and the community colleges are sure to grow in the next five years but not as much as the battles between community colleges and four year state colleges.

3. Bill: For a community college to set up a data bank of resources in the community would duplicate a lot of what K-12 systems have already done and have in operation.

4. Audrey: A community collaborative effort involves much more than the creation and operation of a "career education resource center." In addition, much activity must take place with respect to such things as curriculum development, invention of "teacher-made" materials, and inservice of teaching faculty. In all these areas, the K-12 systems are now far ahead of community colleges. It makes little sense to try to settle the effort in a community college setting.

5. Sol: Secondary schools are equipped to handle the community collaborative involvement problem, so why take money away from the K-12 system and put it in another kind of setting (such as community college)? After all, career guidance must be done, if it is to be effective, in some setting where the professionals in that setting know and understand the students. Why put students in a setting where no one knows them and then try to do career guidance?

6. Scott: NASSP's position is that if a new kind of community agency serving youth is to be established, that agency ought to concentrate on those students whom the schools currently can't handle well. It is with these students that the school really needs some community agency help.

C. Involvement of organized labor in career education efforts

1. Scott: I would involve organized labor in an advisory capacity before the regulations are written.

2. Gerald: Organized labor accepts and endorses the concept of being "advisory," but they want to be asked to give their advice.

3. Audrey: We should work with organized labor. We need their support for practical matters such as getting school levies passed. Organized labor hasn't said they want to "control" the curriculum. Rather, they want the

point of view of organized labor included along with the point of view of "big business."

4. Bill: We do need to get more involved with organized labor.

5. Audrey: There are many high school students who do need money. Unpaid work experience can't be the only "game in town."

    a. Sol: We don't allow students to get paid and receive credit toward graduation at the same time except with a formal cooperative education program.

6. Audrey: Organized labor probably is hoping to influence things in ways that will promote more unions in education as well as in all the public sector. While it is a potential danger, we can't stop them from doing so.

D. GED problems

1. Cliff: In our community, there are some business persons who are now urging students to get a GED (General Equivalency Diploma) instead of finishing high school. Some State and local laws now make it possible for students to take the GED even before their high school class is due to graduate.

2. George: The trend toward competency based high school graduation requirements may encourage some to go for the GED instead because they can't pass the new requirements.

3. Curtis: The GED problem is going to grow and become more serious.

E. Involvement of the American Legion in career education

1. George: If the community collaborative coordination efforts were limited to the "legion types," I would be opposed to their involvement. We need the help of the Legion, but the total community is broader than this and must somehow be represented.

2. Scott: The "coordinating community body" will differ from community to community. Some communities use the PTA, others Rotary and still others may use the Legion.

3. Ron: As a general answer to any community group who offers to "coordinate," we should say we're not looking for substitutes for education but, rather, for supplements to what the schools are already doing. We don't need alternatives so much as we need additions.

Issue: Inservice education for teachers in career education

A. Discussion

1. Ralph: Teachers are getting tired of another inservice program. In fact, we ought to find a different term than "inservice." Also, teachers should be actively involved in any inservice effort and be encouraged to contribute their ideas.

2. Sol: The most successful programs are those written and developed by the school staff, not by outsiders. Teachers need time, and that costs money. Any inservice training must be goal organized and task oriented. The first few days ought to be devoted to studying career education's outcome goals with input from the teachers in terms of inventing ways of meeting these goals. Then, teachers will be committed. If you limit the initial discussion to something as broad as "all the Goals of Education," you will be on that topic forever, and no real implementation action will take place.

3. Ron: I'd add another component to what constitutes an effective inservice education program: attitude change. The most successful programs that show a change in attitude are those which give the teacher a personal experience. The University of New Hampshire's "Live, Learn and Teach" Model allows teachers to experience the community as a learning environment. The "dunk and dry" syndrome is important. If we "dunk" teachers into a bunch of community experiences but we don't let them "dry" by thinking about how they will change their teaching based on their "dunking" experience, we will have lost.

4. Scott: The key element to inservice training programs is buying teacher time. Also, inservice in groups should be limited to giving general understandings. When it comes to applications, it ought to be individualized.

5. Gerald: You could inservice a staff without ever saying the words "career education" or "goals of education." Instead, you could just concentrate on helping teachers figure out positive ways of changing their teaching/learning strategies so as to get more community involvement.

6. Ron: The thing that enhances the infusion of career education is the reduction of barriers such as legislation, administration, etc. For example, if teachers are to do field trips, they must have some form of transportation available to them. The Office of Career Education would be wise to spend its money on "barrier reduction" type things such as this.

7. Cliff: Inservice must be approached around a rewards and consequences arrangement for both teachers and students.

    a. Scott: The students are rewarded by their increased motivation and excitement.

8. Sol: If I had career education money to do inservice training, I'd bring teachers in for four hours a day for three weeks. I'd first spend a day or so discussing definitions and philosophy and specifying career education learner outcomes. Then I'd ask teachers, "How are we to alter our programs so that we will move toward meeting these learner outcome goals?" I'd then have the teachers break up into groups by interest, not by department, so that they would then develop a whole series of programmatic activities.

9. Don: I wouldn't tell the faculty that what we are doing is "career education" as the term is threatening and, to many teachers, now distasteful. I would simply go in with a bunch of strategies for getting community involvement.

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ASSOCIATION MINI-CONFERENCE: AACTE/AASCU/CPC

April 4-5, 1977

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Issues Raised by Participants

1. Career education: A concept in search of a theory?
2. How can career education concepts be infused into teacher education?
3. How can career education be installed on the total university campus?
4. Implications of new and emerging occupations for curriculum change in higher education.
5. What is the role of the broader community in determining institutional role and function in work-related educational programs?
6. Where are the funds required to instill career education into higher education?
7. What are the sources of resistance of liberal arts faculty to career education?
8. University promotion and tenure policies as deterrents to implementation of career education in higher education.
9. Is career education in danger of becoming a "fad," like competency based education, basic education, experiential education, etc.?
10. How can career education, as a concept not yet a theory, generate testable hypotheses required for the production of new knowledge, including evaluation?
11. Is career education a Federal idea forced on higher education?
12. Need for a precise definition of career education (none exists at present).
13. Town and Gown implications for career education, and of career education.
14. Implications of changing natural resources for career education.
15. Impact on career education of changing social attitudes relative to need and demand.
16. How can the "us versus them" attitudes between career education and other goals of higher education be reduced?
17. Implications of career education for the adult non-traditional student in higher education.
18. How can the adaptability goals of career education for higher education be emphasized?
19. Should credit be given for experience? What are the dangers? The benefits?
20. What responsibilities does career education have for helping students answer the key career questions of "What is important to me?" "What is possible for me?" and "What is probable for me?"

21. How to convince college faculties that career education belongs in higher education: How do we learn what happens to college graduates? What part has the educational process played in helping them get where they are today?

22. Career counseling and placement as integral parts of career education.

23. Preparation of professional personnel for career education.

24. How can the importance of the liberal arts be emphasized?

25. Implications of career education, as a continuum, for higher education admissions practices.

26. What are the varied influences that parallel the growth of career education?

27. How can we preserve the integrity of each discipline and still offer maximum freedom of choice for the individual in higher education?

28. How can the Federal government in general, and the Congress in particular, be helped to see that career education should extend beyond Grade 12?

29. What should career education legislation for higher education look like?

Discussion of Issues

Issue: Need for a precise definition of career education

A. Introductory remarks

1. Mike: The problem is that, at one extreme, some define career education as vocational education, while at the other extreme, some define it as all of education, with many others somewhere between these two extremes. Personally, I am now past the middle of this continuum towards the "career education is all of education" end, but I continue to believe that there must be room for the principle of knowledge for knowledge's sake.

2. Do the terms career education and work education differ basically in meaning? Answer: No.

3. Alva: Can we look at career as meaning the totality of a person's life experiences? (Note: Or as the totality of work? Ken Hoyt)

4. Bob H.: Does the term work path have any meaning?

B. Discussion

1. Fran: The word career comes from the Latin word meaning pathway. Maybe we should forget about a specific definition of words such as work and career and instead talk about tasks to be done in developmental stages. Many professors still think they have a "profession,"

but they don't "work." We might do better to approach the definitional problem by thinking and talking about it in terms of, for example, career awareness level, exploration level, planning level, decision-making level, preparation level, etc. Career education ought to begin at the pre-school years and go through most of life.

2. Alva: The basic problem facing career education and the meaning of work and career is the need for a change in social attitudes towards such words.

3. Edd: It's difficult to deal with the fact that the word work is to be defined in an individualistic manner while faced with the task of describing career education in programmatic terms.

4. Alva: The important thing is to make sure the college students understand themselves, where they are and how they might be changing, and that they be exposed to a wide range of possible choices in ways that help them choose from among them.

5. Dave: The philosopher that influences me most in career education is Whitehead, not Dewey, with "the whole is greater than the sum of its parts" principle. To try to define career education by simply adding its component parts (in developmental stage terms) would be less than the totality of career education. Career education is seen as three things: a) academic and vocational education are fused, b) guidance is fused with instruction and c) there is systematic use of the community as both an instructional resource and as an instructional agent.

6. Dick: Employers believe the first two pages of the typical college catalogue, where goals and philosophy are expressed, more than do those who write them! If people were truly liberally educated (i.e., if they could talk and think and reason logically), and if they had a desire to use that knowledge, employers would hire them - but they're not. Instead, they major in one area, and that precludes the liberally educated person industry seeks. For example, we may find a person with a B.A. in philosophy who thinks industry is looking for a philosophy major when, in fact, industry could care less about the major. What it is looking for is an educated person. What industry is really seeking is answers to the question "What does it take to be a success?" The answer (which involves things such as initiative, decision-making skills, etc.) isn't found in a single course. Where are students supposed to learn what it takes to be a success?

    a. Foster: Biology is one of the best ways of teaching transcendence, which is an essential leadership quality.

7. Dick: We've seen what happens to people's lifestyles when they feel they are wasting the education they have received.

Issue: Resistance of the liberal arts to career education

A. Introductory remarks

1. Fran: The main resistance is simply a lack of real understanding of what career education means. That is, they are not opposed to the concept, but they have not understood its meaning. As a result, liberal arts faculty often raise the alarm of "too early channeling into occupational choice" as a criticism of career education. Yet strangely enough, when they offer, say, "Anthropology 101 - Introduction to Anthropology," they treat it as the first in a series of courses for anthropology majors rather than as a means for students to learn what anthropology is all about. Isn't it strange that they decry narrowing when, in effect, they contribute to it by the way they structure their own courses?

2. Alva: Aren't some of the courses really intended just as general education?

    a. Fran: Yes, but they often aren't taught as though that is the goal, nor do they teach the implications to society.

B. Problems and solutions

1. If career education were really done as infusion, there would be no need for a theory of career education because there would not be a subject by that name.

2. Edd: Liberal arts professors are not so pure that they would be unwilling to emphasize careers if they believed that by so doing they would have more students.

3. Alva: The liberal arts syndrome, though, is that one does not do anything with education; instead, it is something one gets.

4. Mike: If one looks carefully at the various disciplines within liberal arts, one will see that they are really a method of thought as applied to a particular discipline. That is what distinguishes what is called the liberal arts.

    a. Dave: There are some excellent college teachers who are doing career education right now. The trouble is, most are not involved.

5. Alva: It helped last year when Middle States Accrediting inserted the question "What are you doing to help your students in career planning?" into their evaluation visits.

6. Bob S.: Where does career education come into an academic class for students who are not going to major in the subject? That is, it is easy to see how professors can motivate students planning to major in the field by talking about the career implications of the subject, but what "careers" motivation can they use for non-majors?

    a. Alva: When we say the individual is an educated person, we ought to be talking about a student who can think, organize, assimilate and apply knowledge.

    b. Other justifications for studying the subject are also present. For example, in industrial arts, we teach a lot of students who will never become carpenters to saw a board. That, of course, is not to say they will never use that skill during their lifetimes. A similar analogy could be made for any subject in the curriculum. People use knowledge in many ways over and beyond the ways they use it in their occupations. That is what should be emphasized.

    c. Frank: There are common strands of personal qualities inherent in almost any course that have utility in multiple kinds of careers. For example, the thread of logical reasoning in mathematics has wide applicability far beyond its use by those who someday plan to become mathematicians.

7. Foster: Some liberal arts persons reject career education as a trade thing.

8. Bob H.: Some faculty feel that to take even one step in the direction of vocationalism is to lose the whole battle of humanism.

9. Alva: It is encouraging to see the number of colleges who are now setting up "mini-majors" for students who want to get some sense of entry level skills that can be combined with their liberal arts majors. Further encouraging is the 398 colleges which have set up separate career exploration/decision-making courses for credit.

10. Foster: If we can help our faculty recognize that part of our current need for mid-career change efforts is due to the fact that we failed to give our students adaptability skills when they were undergraduates, it may be helpful in encouraging faculty to change their approaches to today's undergraduates.

11. Bob E.: I am not impressed with those who want to make engineers out of 50 year old persons who have been sales persons. It takes disciplined young minds to study engineering. Thus, in the liberal arts, it is not necessary for the professor to change his/her notes every year. Some of what is taught in the liberal arts can be defended even though the notes do not change in 20 years.

12. Bob E.: What the liberal arts faculty are resisting is the threat of career education.
    a. They may lose their students, and so their jobs.
    b. Dick: Students are about two years ahead of the faculty. For example, they have switched into Business Administration in full force instead of just getting a few job entry skills to go along with their liberal arts skills. Industry today, as in the past, is looking for the real achiever. Twenty years ago, the real achiever was found among the student body in liberal arts. Today, many real achievers are majoring in one of the professional specialties. Remember, it's the real achiever industry is seeking, not one kind of college major as opposed to another.

13. Edd: Our problem is as much a labeling problem as anything and not basic disagreement with the goals of career education. The accrediting commissions could make a real contribution if they would insist that looking at the goals of the institution is an important part of the accreditation process.
    a. Dick: State legislatures are putting pressures on publicly supported colleges and universities now to increase their careers emphasis.
    b. Alva: It would help if mini-conferences were held for liberal arts faculty on the individual college campuses.
    c. Dave: It would help if the most respected academic experts in each discipline wrote scholarly articles about the implications of career education for their fields. For example, they could also talk about Weber and Durkheim in sociology and Whitehead in philosophy.

14. Mike: Assistant professors have to be concerned about doing what must be done to get tenure, and that does not include infusing career education into their classes. Full professors are often "resting." That leaves the associate professors as the key persons. One idea for involving them is a proposal that could go to, say, the Kellogg Foundation, suggesting mini-conferences for associate professors oriented around encouraging them to write scholarly papers on "Future Options for Majors in ____________." This could be done keeping such tainted words as "work", "career" or "job" out of both the title and the content of the article.

a. If the money to do this came from private industry, many liberal arts professors would think it is tainted. On the other hand, if it is laundered by going through a foundation, then it would be acceptable.

b. Foster: If you try to sell this idea to the Kellogg Foundation, it would be important to illustrate how it would be spread across the campus as well as across the discipline.

c. Alva: If Kellogg is not interested, the Lilly Foundation might be.

Issue: Career education legislation for higher education

A. Introductory remarks

1. Bob H.: In spite of the fact that it is in the 1976 Amendments, we have not yet been able to get support for career planning and placement on the four year college and university campus.

2. Fran: Any bill that provides new services at the K-12 level should contain provisions for higher education to produce the teachers who will deliver these services. That is, money should be given to colleges and universities to key them up to train for and implement programs at the local level.

3. Foster: The University of Akron is ready to implement career education over the whole campus. Two and one-half years ago, we began a change network and developed two statements reflecting this change: a) the mission of the University and b) goals of the University with respect to this mission. Now is the time to launch a career education effort but from the banner of goals of the university, not from the label of "career education."

4. Alva: We need to start by reaching the faculty in terms of recognizing the value of the career counseling and placement function. Why not take the "career planning and placement" provisions in the 1976 Amendments and put them in the Senate version of this year's career education bill?

B. Demonstration and implementation of career education

1. Alva: Higher education has demonstrated career education. We now need money for implementation.

2. Fran: Many people in higher education do not like the notion of receiving planning money for career

education. They feel they have already planned and demonstrated and want money to implement, as Alva said.

3. Frank: If we had career education implementation funds now at the University of Nebraska, the career-related professional colleges (e.g., the College of Engineering, the College of Agriculture, etc.) would probably be the most receptive with respect to implementation. However, neither the College of Education nor the College of Arts and Sciences would be as willing or as ready. For these colleges, demonstration, not implementation, funds are what is needed.

4. Fran: What is really needed is both demonstration and implementation funds for career education in higher education. Some institutions are ready for implementation now, but many others are ready only for demonstration. The demonstration projects, if funded, should lead automatically to at least two years of implementation funding assistance, or, as was demonstrated at both the University of Alabama and the University of Georgia, a good demonstration project whose funds run out can die without being implemented. Given two years of Federal support for implementation, most higher education institutions would continue it on their own.

5. Bob H.: A useful idea for moving toward implementing career education in higher education might be the Public Broadcasting System. Really good career education television shows chould help greatly. In addition, videotapes could be made for use with faculty members.

Issues: The National Center for Career Education

A. Comments by Fran Rummel

1. The idea was to develop a center to serve schools and the broader community. Nine other universities were willing to do this with the University of Montana on a consortium basis. Institutions with a liberal arts orientation were purposely selected (as opposed to those institutions typically associated with vocational education, per se). The Center was established as a private, non-profit corporation funded by the government and the private sector, with such funds used to support activities in the 10 Affiliate Centers. Its original title was the "National Cooperative for Career Education."

2. The 10 institutions had a marked influence on the 1974 Education Amendments that originally provided for the establishment of the Office of Career Education within the Office of Education.

3. The idea was to bring all kinds of career education materials into the Center and classify them so as to meet teacher needs. (Note: Not just as an American Library Association or ERIC classification system).

   For example, in the data bank, there is now a classification scheme that contains: a) an ALA type of classification; b) a classification with respect to ways teachers can use the materials (e.g., career awareness, self-concept, etc.) and c) a demographic classification in terms of settings and special populations to be served.

   a. For example, a teacher could request career education materials: 1) in arithmetic, 2) designed to develop self-concept, 3) at the fifth grade level and 4) in rural America.

4. The system is designed to produce a custom-made response for each teacher requesting to use it. Individual printouts are made available for each teacher. The teacher can then, in three to four days of training, develop his/her own program (which, when developed, is also added to the data bank) along with his/her own implementation strategy for using the material.

5. The National Center for Career Education does an evaluation three to four weeks following training to determine how the teacher's material is working and what additional help the teacher needs.

6. After a person has undergone the initial three to four day training period, he/she can order a second request in any other area and then use it. NCCE is working towards the point when all 10 institutions in the consortium will be able to conduct the training. A prototype center has now been established for this purpose at the University of Montana.

7. If another institution wanted to duplicate what NCCE has already developed they could do so. It would, however, take two to three years time and cost between two and three million dollars.

8. An affiliate Center has now been established at Colorado State University (Fort Collins). The University of Arizona is doing it by training counselors who will go into schools and work with teachers. The University of Oregon and the University of Georgia have not yet found the resources to start operating. At the present time, many large school districts and SEAs want to establish their own affiliate centers, and this can be done.

9. Shortly, the operation will be completely self-supporting. (The Perkins bill will allow LEAs to contract for these services.) It could continue now without additional Federal money. The biggest drawback is the three to four months it takes to train a person so that person can become a trainer at his/her institution.

10. While NCCE is now used primarily for K-12 inservice, it can be used for staff development in teacher education institutions and in training personnel from the business/labor/industry community in how they can best work with school systems in career education.

B. Participants' comments about NCCE

1. Dave: What is the role of the university? The CIS (Centralized Information System) concept is obviously great. Should the university then seek to create the technical materials (as opposed to teacher materials)?

2. Dave: Would NCCE consider contracting with university professors to conduct evaluations of the materials?

    a. Fran: No, the teacher does his/her own evaluation.

2. Bob H.: What's the current volume? How many have you served?

    a. Fran: Three full-time trainers have been added since January 1. They are out in LEA settings almost all the time. Since the trainers are affiliated with the University of Montana, teachers can get academic credit for participating in these activities.

4. Dave: How will the Center relate with the Teacher Centers that are about to be set up around the country?

    a. Fran: The National Center for Career Education will be willing to work with them.

5. Mike: How can the Center serve in helping to answer the kinds of basic conceptual issues raised in this mini-conference?

    a. Fran: The National Center for Career Education serves practitioners. We leave the SWAG (Scientific Wild Ass Guess) technique to places like OE.

6. Dave: With this kind of CIS, will the big cities be able to tap in or will each have to develop its own system?

    a. Fran: New York City might well support as many as 10 affiliate centers. There is no point in New York City duplicating the computerized system that is already up and running at NCCE.

Issue: Will Title IX help or hurt implementation of career education in higher education?

A. Introductory remarks

1. Mike: People typically tend to think of the teacher as a "she" and of the principal as a "he." This sort of stereotyping can hinder occupational choices for everyone.
2. Alva: Title IX is going to have to do a re-education job with both educators and with industry. The problem of sex stereotyping is also part of the counselor's concern. As an example, employers now have quota problems, but the professional placement person cannot meet that employer need by giving the employer only the list of blacks, women or any other special population group.
3. Bob E.: Whether Title IX can be used to further career education depends on whether or not this is in the Title IX law. If it is included, O.K.; if not, I, for one, would object to it being used in this way.
    a. Mike: I disagree. There are some things we should do simply because they are right and not merely because they are written into the law in a specific fashion.
4. Alva: The counselor should be aware of the equal capabilities of both women and men and make sure that all students realize their full potential.
    a. Mike: I agree, but the teaching faculty are more key than the counseling faculty with respect to Title IX problems. It is not enough for only the counselors to be concerned since students have greater exposure to the teachers. If the teaching faculty cannot be convinced to do something about the stereotyping issue, there is no way career education will be successful in higher education. Whether or not career education can be used as a vehicle for attacking the problem of stereotyping is a completely different question.

B. Can career education be a vehicle for attacking the stereotyping problem in the classroom?

1. Mike: One of the components of training at NCCE is the self-fulfilling prophesy that certain language has on the selection of careers.
2. Fran: I would not take all the materials out of my library that are stereotyped because some contains good information that came out before all of the concern

over pronouns. (For example, the Bible should stay in.) To remove all of the stereotyped materials would be to deny access to some very good materials in occupations that, otherwise, might not be covered at all.

   a. Alva: I would remove all stereotyped materials because, by leaving them there, these stereotypes will be reinforced.

   b. Frank: If we do not take out stereotyped materials, we reinforce, rather than eliminate, stereotyping. This cannot be defended.

3. Foster: To use Title IX for career education or vice versa is damaging for both and is "legal quackery." Rather than using one as a gimmick for getting the other in, we should use both as sensitizing devices.

4. Bob E.: Placement is the vehicle for eliminating sex stereotyping. If women become convinced they can get a job, they will enter programs that traditionally have been male dominated, not because we say they have a right to be there, but because they know it will pay off. Our first woman land surveyor came to us because she knew she could get a job as a land surveyor in her hometown when she finished. Our enrollment increases in the three years have come about almost exclusively because of increased enrollment of women in what had been traditionally considered male curricula.

5. Bob S.: As enrollment gets tougher, the faculty become more "liberal" in terms of bringing in women into traditional "male curricula" and vice versa. Career education is a fine place to start with implementing the purposes of Title IX.

   a. Foster: It would be better to say that career education is an ideal place to begin to heighten the social sensitivity implications of Title IX.

6. Dick: If nothing else, career education in Title IX will allow a person to pursue any educational area and will encourage both minorities and women to consider entering non-traditional occupational roles. If this can be done, industry would welcome it for two reasons: a) it would help in meeting minority and special populations quotas and b) it would increase the size of the applicant pool and therefore enhance the possibility of getting better persons hired.

7. Mike: Many new areas are opening up for women, yet women are not entering these programs because they feel they won't be considered for the position. As an example, the current demands of K-12 school systems for women administrators should encourage many more women to enter that field in graduate school.

8. Dave: The schools will buy a Title IX approach to career education inservice. It makes it more attractive to many persons. Furthermore, by putting a Title IX (and a race stereotyping) emphasis in career education inservice, we get these counted as "Human Relations" credits, and all teachers need some of these today.

9. Mike: If career education is handled honestly, it must treat Title IX problems.

    a. Foster: Some questions are too small for the issue with which they are concerned. For example, there are other vehicles besides Title IX for dealing with sex stereotyping in career education because Title IX is too narrow. We should address the whole social movement.

10. Dave: Career education should be looked upon as a vehicle for reversing declining enrollments.

11. Mike: For twenty years, higher education has been running hard just to keep up with demands for more and more teachers. Now, we are at the point where we have time to do some of those things that we wanted to do before but could not do. We should not do Title IX things for reasons such as getting more enrollments in our courses, but rather because it is simply something we should be doing and should have been doing years ago but did not because we never had time to do it.

12. Alva: Stereotyping with respect to older students becomes increasingly important as the average age of our students goes up. We should consider the role of career education in continuing education programs.

    a. Mike: Our students now average 25 years old and take seven years to complete their B.S. degree because most have jobs. These jobs hold great implications for career education in that our students are increasingly career-oriented in their education motivation. The faculty in the professional colleges of the university are well aware of this, but, unfortunately, the same cannot be said for many faculty members in liberal arts or the College of Education.

Issue: How to convince higher education faculty that a career emphasis is needed

A. Introductory remarks

1. Mike: Today's students are in college to prepare themselves for a career, not to protest as they did in the '60's. The faculty need to be educated as to what the society and the students perceive as their needs.

2. Bob E.: As the student motivations and the nature (i.e., ages) of students change, the faculty will become more responsive because the students will force them to do so.

For example, the faculty adapted well to the evening college clientele.

B. Strategies for bringing about a greater emphasis on education/work relations in higher education

1. Bob E.: The most serious problem is the fact that the vast majority of institutions are in non-urban settings. They are forced into a variety of strategies for maintaining enrollments. The urban university can respond easily because they are already set up to serve the career-oriented, older student.

2. Dave: One strategy would be to fund faculty members to do "marketing" studies with respect to the need of graduates of these programs.

3. Alva: One practical way is to follow-up students with regard to what they feel their education did for them and report these findings to the faculty and students. If such data affect enrollment, the faculty will pay attention.

4. Alva: One possible approach would be to give follow-up data to college trustees. The trustees are likely to take action.

5. Dick: The corporate foundations that are giving money to colleges and universities are paying increasing attention to career outcomes. This, too, can be a positive influence for career education in higher education.

6. Bob H.: The Association of Governing Boards would be a good organization to talk with about career education.

    a. Bob E.: It's dominated by the private sector and liberal arts types. It would be tough to sell career education to them.

    b. Mike: Governing boards in higher education have less effect on the faculty than at any level of education.

7. Bob E.: With the liberal arts faculty, one strategy might be to develop terminal associate degree programs within the university for technician level jobs. This would support a new clientele in this age of declining enrollments and, in addition, would make faculty members more "career aware" and encourage more active involvement of the business/labor/industry community. Students could be drawn from that pool of persons who would otherwise go to community colleges.

    a. Fran: There is a current tendency to encourage liberal arts students to mix in a few business-type courses with their liberal arts, (for example, two to three business courses for the music major who wants to open a record shop).

Issue: The community and career education in higher education

A. Discussion

1. Dave: I see the community involved as an active instructor, a partner in a collaborative process.

2. Mike: The words community and business/industry should not be used synonymously. Community is a much broader term. It includes organized labor and minority factions among all others. They, too, should be involved as resources for career education in higher education.

    a. Frank: When we have this tremendous discrepancy between supply and demand for college graduates, organized labor may be useful in helping our students seek and find alternatives.

3. Bob H.: Would the employer feel obliged to help the university turn out better "career prepared" graduates?

    a. Dick: Not much. The advisory committee idea is growing fast, but these primarily advise on curriculum. There is more and more willingness on the part of industry to help out whenever it can be of real help.

4. Foster: The Department of Labor gave a grant to the International Electrical Workers to help union members get AA degrees at community colleges.

5. Mike: The State Councils on Economic Education can be a valuable resource.

6. Dave: At PACE University, we're introducing a new course called "The Businessman in the Schools" that will be required of all new MBA majors. It's a way of teaching business persons how to work with schools in career education.

The College Placement Council (CPC)

1. This is a segment of career education that has existed for years. It begins early in the college years with self awareness, exploration, planning and decision-making. Near the end of college, the Career Counseling and Placement staff assists the student in placement.

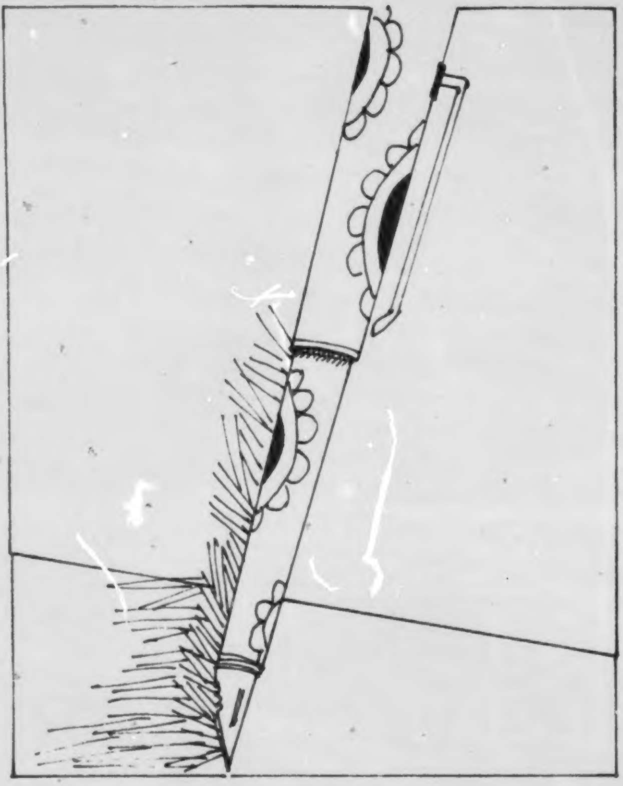
2. While the whole faculty is important, the prime specialists in career education in higher education are the Career Counseling and Placement staff members.

3. More employers are involved in the regional meetings of CPC than are university personnel. With industry, the motivation for CPC affiliation is through a) increasing professionalism for industry personnel specialists; b) CPC serves as a means of communicating concerns through professional journals and c) CPC survey data are invaluable to industry.

4. Anything employers can do to make education/work relationships better on the campus, they want to do. Industry finds it pays to engage in this type of effort. They are perfectly willing to go beyond the Career Counseling and Placement Office and work with the entire faculty, and the CCPOs help them do so.

Suggestions for future activities

1. Mike: The Office of Career Education should spend some time with the discipline-related associations in higher education.
2. Foster: The Office of Career Education might try a vertical arrangement for mini-conferences where participants in a single conference include elementary, secondary, community college and higher education persons. This would have to take three days instead of two so they can feel each other out on status needs.
3. Mike: It would have been better first to hold the mini-conference and then follow-up with association study group meetings.



association study committee reports

ASSOCIATION STUDY COMMITTE REPORTS

When each committee was formed it was asked to meet and consider career education, not necessarily to accept or adopt the view of the Office of Career Education. They were asked to meet and advise the Office of Career Education. In addition, each study committee was asked to make a report to its association, but this was not a requirement for participation.

The following reports are the work of the career education study committees. None has been edited; each remains wholly the work of the study committee. It should be explicitly understood that inclusion of the following career education study committee reports does not necessarily construe endoresement by the parent associations. Due to our printing deadline, in many cases reports have been included by study committees which are drafts of presentations to be made later this year to governing bodies of the associations. In addition, a number of participating associations have not sent us career education study committee reports to include in this final report. The submission of such a report was the option of each association. Reports have not been submitted for a variety of reasons from association study committees including: lack of agreement on outcomes, lack of coordinating time frames and illness.

adult education association of the usa

Draft Report

Following the appointment of the Career Education Study Committee of the AEA, the following objectives were established by the committee members:

1. Determine possible issues concerning career education as perceived from the viewpoint of the Association,
2. Determine the current stance of the Association concerning career education,
3. Recommend possible action steps that the Association may take concerning career education in adult and continuing education,
4. Determine the concepts of career education as held by the Office of Career Education,
5. Determine the goals of career education as perceived by the Office of Career Education, and
6. Offer suggestions concerning Office of Career Education procedures.

The above mission of the Committee was carried out by:

1. A work session to identify issues,
2. A mini-workshop with Dr. K. Hoyt,
3. A survey of AEA, USA committees, commissions, sections, regional representatives, and affiliate organizations, and
4. A working session to make recommendations to the Association leadership.

Findings and Recommendations

Several issues were identified by the Committee at our first working session. Some of those issues are:

3. a survey of AEA, USA committees, commissions, sections, regional representatives, and affiliate organizations, and

4. a working session to make recommendations to the Association leadership.

Findings and Recommendations

Several issues were identified by the Committee at our first working session. Some of these issues are:

1. The working definition of career education is extremely vague.

2. Implications of career education for K-12, post-secondary, core, and peripheral educational institutions seem to be very diverse with the core and K-12 institutions currently being emphasized.

3. Formalized career education thrusts appear to reflect the traditional Office of Education failure to recognize the diversity and scope of the adult learner population.

4. "Career" is defined by many proponents of "career education" in a radical manner that contributes to communication difficulties.

5. Definitions of work that include non-paid voluntary labor seems to present some difficulty, especially in the area of labor legislation.

6. There is a danger that "work" may be presented in an over glamourized way and as a result fail to adequately reflect necessary but often undesirable dimensions of work.

7. How can adult educators appropriately provide "career education" for adult learners at a sufficiently sophisticated level?

Stance of the Association

Based on the minimal response of the AEA leadership to our inquiry concerning career education and interest in the formal dimensions of the concept is extremely limited. There are, however, indications that some of our members are interested in many of the elements that are included in career education concepts.

Concepts of Carrer Education Held by OCE

Ken Hoyt talks as if he subscribes to a very broad concept of career education that extends far beyond K-12 and vocational skill training.

Goals of CE as Perceived by OCE

These goals have not been clearly identified by the committee. Generally, the goals seem to be to improve the articulation of traditional academic instruction with the world of work.

Suggestions for OCE Procedures

Individual AEA committee members made suggestions to Hoyt at the mini-conference that included the woman's movement, adult counseling, and extension of perception to include adults in learner population.

Recommended Action Steps

1. It is recommended that the Executive Committee give consideration to the possibility of encouraging one or more of the following kinds of programming modes at a future national AEA, USA conference to examine issues and opportunities presented by the career education concept:

    A) A joint conference session including two or more AEA,USA Sections such as Adult Psychology, Continuing Education for Women, Human Resource Development Practitioner, Labor Education, and Volunteerism.

    B) A pre-conference session.

    C) Independent section meetings.

2. It is recommended that the AEA Reporter contain appropriate information on the work of the Career Education Study Committee.

3. It is recommended that the Association maintain communications with a nationally known organization to possibly assist in the dissemination of recent survey results that have implications for career education for adults.

4. It is recommended that the Executive Committee encourage the AEA Legislative Committee to support the conceptual and legislative expansion of "career education" so as to include and give adequate recognition to the "Career" educational needs of adults, including but not limited to mid-career needs, counseling needs, needs of women and others in career transition, and pre-retirement needs.

5. It is recommended that as the need for greater awareness of the broadest definition of career education and its implications for adults and AEA,USA is suggested by the minimal response to our survey, the AEA,USA should develop a proposal for funding of a developmental grant from the Office of Career Education.

Career Education Study Committee

Ms. Betty Durden
Dr. Donnie Dutton
Dr. Huey Long
Dr. Ron Shearon

american alliance for
health, physical education & recreation

Final Report: Career Education Study Committee

I. Background:

Early in December, 1976 George Anderson, AAHPER Executive Director, approached both NAGWS and NASPE and asked if each was interested in sending Representatives to Career Education Mini-Conferences funded by the U.S. Office of Education and administered by Applied Management Sciences. Both Associations responded positively and designated two representatives to a committee and agreed upon adding a career education specialist from Montgomery County for deliberations. Members of the Committee:

Martin Johnson, Chair, Mayville State College, Mayville, North Dakota 58527

Pat Barry, 850 Hungerford Drive, Office A242, Rockville, Maryland 20850

Phyllis Blatz, Chaffey High School, Ontario, California 91762

Terrill Gormly, 850 Hungerford Drive, Office A226, Rockville, Maryland 20850

Rene Tillman, Health Career Recruitment, Seattle Indian Center, Seattle, Washington 78101

The committee held an organizational meeting in Washington, D.C. February 26-27, 1977. Preliminary discussion centered on the role career education could and should play in assisting our profession in accomplishing its goals. February 28 - March 1, 1977 the committee met with Dr. Kenneth Hoyt, Director, Office of Career Education, U.S. Office of Education in a Career Education Mini-Conference for Association Practitioners. Other Associations present at this meeting were: (1) the American Library Association and (2) the National Audio Visual Association.

II. Problems and/or Concerns:

The major accomplishment of the Career Education Committee at this initial meeting was the organization of a Proposed Alliance Interim Committee on Career Education and the identification of a number of professional concerns and problems, the solution of which could be facilitated through career education.

A. Proposed Actions

1. That the AAHPER adopt career education as a major program thrust.
2. That an AAHPER Career Education Task Force be established, with representatives from all interested Associations.
3. That the current AAHPER Career Education Committee continue to serve on an interim basis until such time the Task Force is formed.
4. Prepare a "Call for Action" and distribute widely to all in our profession. (See Section III)

B. Proposed Career Education Projects

1. National District or State Convention Thrusts
    a. Plan career education programs for 1978 conventions.
    b. Invite a notable Career Education Specialist (e.g., Kenneth Hoyt) to speak at a general session.
    c. Establish a career education theme for one convention.
    d. Provide for presentation on career education at AAHPER President-elects Conference, meeting of Society of State Directors, etc.
2. Publications
    a. Develop materials for use by teachers, coaches, recreation personnel and other specialists in movement related fields to facilitate infusion of career education into the curricula. (Other potential publications: How to Series for Kids; e.g., be a sporting goods dealer, etc.)
    b. Develop films for (1) overall exposure to potential of work in related fields and (2) overall necessity of movement and leisure skills in effective functioning. (New "Title IX" film may suffice to some degree for a period of time.)
    c. Add continuing feature to JOPER. Task Force would ensure material is available.
    d. Highlight certain career concerns, news in "Update."
3. Communications
    a. Establish career education positions in each State and district HPER association.
    b. Encourage State "coalitions" among all professional groups (e.g., math, science, librarians, nurses, etc.) to ensure communication about what's happening in each area of concern.

c. Establish AAHPER clearing house for what's happening in Career Education and/or "hook up" with other clearing houses.

4. Research

a. Collect data on (1) numbers of students currently in teaching-related college curricula, (2) numbers of physical education majors placed in teaching positions or related work and (3) numbers of teaching positions being lost in public schools.

b. Sources of funding for career education projects need to be tapped. Should AAHPER consider hiring a person with expertise in grant writing and funding?

c. Compile data that is indicative of what will be the "nature" of future professionals in health, physical education and recreation. (We seem to be continuously "reacting" to change rather than "acting" to effect change. Is it possible to change this pattern?)

III. Call for Action

Recently, the Department of Labor released statistics that may surprise you. Did you know, for example, that:

- 65% of the products manufactured in the 1970's have yet to be developed?
- 75% of those products that will be manufactured by 1985 have yet to be developed?
- 67% of the jobs that will exist by the year 2000 do not exist now?
- By 1980 only 17% of the jobs in existence will require a college degree?
- Out of that 17% of the populace that now graduates from college, 39% will be unable to find jobs in their selected fields?
- 90% of the teaching positions needed in 1981 are identified now?

These projected statistics have significant implications for those in health, physical education and recreation. As products change, so, too, will jobs. As job requirements change, so, too, will educational needs. As job opportunities change, so, too, will individuals have to adapt themselves to remain useful.

Career education is one way of making our fields responsive to the rapid changes taking place in our society. The U.S. Office of Education defines career education as "the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living." The two basic goals of career education are "to help all individuals understand and capitalize on the increasingly complex and changing relationships between education and work and to make work become a more personally meaningful part of the total lifestyle of all individuals."

Numerous conditions in our society suggest that the American Alliance for Health, Physical Education and Recreation should adopt career education as a major program thrust. Due to the sedentary life style associated with so many occupations, increasing numbers are or will be looking to our related fields for leadership in the maintenance of good health and fitness. The emphasis of "society" on sport and athletics, coupled with greater interest in leisure time, mean that ours are open, growing fields. Therefore, students interested in movement-related endeavors need not be discouraged because many traditionally-recognized jobs are in declining demand. These same conditions also suggest that we need to refocus our efforts to incorporate career education into our Alliance activities.

american association of colleges for teacher education

AACTE Role in Career Education

Preliminary Report to the AACTE Board of Directors

Not an Official AACTE Position

Submitted in behalf of the AACTE Ad Hoc Committee
on Career Education by David A. Bickimer to the
AACTE Board of Directors, May, 1977

Introduction

The following report is an expansion of the February 1977 preliminary report to the AACTE Board of Directors from the AACTE Ad Hoc Committee on Career Education. Whereas the Committee's first report treated of career education's conceptualization and specific recommendations regarding AACTE's role vis-a-vis career education, this second report expands on these two original topics and treats additionally of strategies of career education at the higher education level, implications of career education for the career education of teachers and other instructional personnel, and options for funding career education-related programs.

Conceptualization

Career education has been conceptualized in a broad sense, which has permitted many interpretations as it has found and is finding its place within the general rubric of education. Essentially the criteria, which allow an individual to test whether or not instructional programs and student advisement are infused with a career education approach, include:

1. The inclusion and integration of academic and vocational education;
2. The fusion of guidance and instruction;
3. The systematic use of the community and its personnel resources in the instruction and guidance process.

These criteria have been met by most good teachers. The increasing complexities of societal needs require the utilization of career education processes by all teachers and at all levels. This is even more essential today than at any other time in our history. There is great interest in curriculum reform by teacher educators, and the nation's teachers have found the career education movement to be all-pervasive and demanding of increased attention.

Theoretical Roots

The issue as to whether or not career education is something new or just a rehashing of some old idea is worthy of some attention. As stated above, good teachers have always performed according to criteria "1," "2," and "3" above. In its individual elements, therefore, career education is seen simply as an effort to make all teaching good teaching. At another level of analysis, however, a certain "uniqueness," a certain "newness," does become apparent in the movement.

This "newness" will probably come clearer as career education finds its theoretical roots and becomes more selfknowledgeable as to its own real heritage and essence. In the recommendations of the Committee given below, it is suggested that AACTE help lead the way in the search for the theoretical underpinnings of this movement.

Perhaps Whitehead will emerge as the philosopher of the movement, although Dewey's philosophy of experience certainly has much to say to the reality-oriented instruction which career education champions. It is Whitehead, however, who enables the educationist to appreciate a certain innovative quality in world-of-work education. If "1," "2," and "3" above are not unique and if each, nevertheless, is a component part of a type of instruction called career education, then, relying on Whitehead's famous maxim of organic philosophy, the whole (in this case career education) is greater than the sum of its parts (i.e., "1," "2," and "3"). Put another way, if the elements above are so fused, mixed, woven, infused, and interwound systematically in a regular fashion, then the resultant instructional reality will be something new created by this new mix.

To some, this new mix creates the critical mass needed to move instruction out of its traditionally defined mode into a new "real-world" teaching-learning process. Moving from philosophical considerations of Whitehead, Dewey, or both, the educator is fortunately able to dwell comfortably into the realm of empirical theory which has well-springs in this philosophical milieu. As the quest for career education theory grows, it is not difficult to foresee the work of Pareto, Durkheim, Weber, Talcott Parsons, and Jacob Getzels as relevant to the quest. Not only must these great minds be tapped to provide theory by which career education can grow, effectively and efficiently operate on the learner, and be subject to consistent research and evaluation, but these great intellectual resources must clothe the movement in the robes of academe to afford it the highest, well-deserved academic respectability. Without such theory, the movement can flounder along at certain educational levels. At the higher education level, however, without the academic garb that only sound theory can bring, the movement will not only not flourish but will most probably even fail to make the slightest difference.

Illustrations

No treatment of career education's conceptualization is complete without a few illustrative examples of the ideas involved. Element "1" above, for example, calls for the fusion of academic and vocational education. Putting aside the formidable political issues such as "element" portends, it is heuristic to point out that good teachers have always done this kind of "fusion." Thus, the architectural skills acquired in a unit on "Hamlet" as the Globe Theater is constructed by the class are no mean or mediocre learnings. As the knowledge and appreciation of the form and function of a structure fuse with the knowledge and appreciation of the agonized Prince's poetic soliloquies, academic and vocational learnings weave in a creative mix. Nor would element "2" be lurking far from the watchful eye of the great teacher who takes "to be or not to be" and implants the decision-making dilemma inside the head of each learner, thus fusing the counseling and guidance process with the learning process in a very real way. Finally, element "3" is almost commonplace with great teachers of literature. Certainly, a trip to the local theater for a relevant production of the Bard or a visit to the class by the local theater manager or whole repertory company is a time-honored activity which uses the community as an instructional resource and agent.

Thus, it can be said that there is nothing new about career education. But from another, a more deeply theoretical, perspective only now becoming apparent, the newness of the movement rests not in its parts, which are fairly traditional, but in the wholeness of the sum created when the parts are intermingled and the new substance emerges.

Career Education Strategies

At the higher education level, the implications of the career education movement remain to be fully explored. It comes as no surprise that the three elements of career education can be found operating in most professional school situations, including schools of education. Thus, in the typical preparation program for a teacher, academic learnings in a discipline are fused with teaching skills appropriate to that discipline and certain types of students. Most programs constantly bring students to deeper knowledge of themselves and their goodness-of-fit, or lack thereof, with the demands of teaching in such a way that guidance and learning processes are intimately intertwined. Finally, utilization of schools as the employer community in a systematic fashion is commonplace in all types of experiential learning situations, ranging from simple class obervation by neophytes to full-fledged internships for beginning teachers.

It is prudent to point out, however, that the current emphasis in career education has brought to the fore techniques of delivering career education which may not be commonplace. The technique of "infusion," for example, is very popular and much talked about; however, its theoretically shaky rubric, perhaps for that very reason, is observed more in the breach than most would admit. Nevertheless, as a long term strategy, infusion is worth of investigation by educators on college campuses. Its ramifications shoot through the entire curriculum, every learning experience available. Stopgap or short-run career strategies are also apparent in the movement. These usually consist of units ranging from minicourses to whole semester-long courses dedicated to student investigation of the elements of career education, occupational clusters and job alternatives, and reality-oriented projects affording students awareness, exploration, and even preparation experiences in some of the 30,000 available job titles. These strategies have relevance not only for research and development interests in higher educaion, but for such mundane issues as scheduling, reallocation of current resources, and the need, in some cases, for additional funds. Both short-run and long-range career edcuation strategies are worth monitoring by the profession, and recommendations to AACTE's Board of Directors to that effect are found below.

Benefits of Career Education

The dangers of a fad in education are well known. The recommendations below are designed to monitor the career education movement and to assist member institutions in culling the best from rapidly growing but somewhat amorphous developments.

Avoiding pitfalls is, perhaps, less productive than surveying the emerging scene for potential benefits to teacher education which career education can bring. Career education would have special interest for teacher educators if it helped them to face problems of declining enrollments or alternatively to cope with dilemmas regarding the most effective and efficient use of present resources. Career education would garner the support of the professional teacher educator if it offered solid opportunity for resources as yet untapped by teacher education, or if it helped to enhance the image and effect of the school of education on the rest of the campus.

It is too early to tell what career education may bring the profession by way of such benefits. Nevertheless, there are already reported instances of school districts, in concert with universities, reeducating staff using college credit as both motive and reward. Some teacher educators have already found it useful and productive to begin reorienting their present resources in staff and facilities to help students bridge the gap between the world of work and the world of instruction.

Furthermore, declining enrollments can be reversed and present resources rendered more effective, then the rest of the campus will benefit from this good fortune of the education department. Teaching teachers to orient instruction to the world of careers means teaching all teachers the career ramifications of their disciplines. Whether or not the education faculty can assist academicians in this orientation is an interesting question which has concerned several mini-conferences on teacher education sponsored, in part, by the U.S. Office of Education.

As far as alternative funding options are concerned, if career education is deemed simply a new gimmick through which additional Federal monies *with all strings attached* can be achieved, then the movement is certainly fated for less than success in the hallowed halls of academe. Nevertheless, the recent almost unanimous passage of HR 7, the Perkins Career Education Bill, by congress does bode well for increased support from USOE. But more importantly, funding options such as the Departmens of Defence, Labor, Transportation, Urban Development, etc., combined with the already impressive track record of private industry in this regard, may augur a new era of polygolot, less structured, "cleaner," and more academically viable support than teacher educators have heretofore experienced.

The following recommendations, if acted upon by the Board, will enable AACTE and its member institutions to monitor rationally any or all of these possibilities as they emerge. Thus armed with knowledge of what would appear to be fast-breaking opportunities over the next few years, professionally united teacher educators, through AACTE's leadership, would be in the enviable position of enlightened observers or even participants in this currently gathering, still very unknown quantity known as career education.

The members of the Ad Hoc Committee on Career Education believe that AACTE is in a unique catalytic position with respect to the career education movement. The following recommendations, if followed, would move AACTE into a leadership role by establishing a career education focus on the education of teacher educators at member institutions with a multiplier effect in the preservice, inservice, and continuing education of teachers and other educators.

Each of the suggested recommendations is followed by a suggested avenue of implementation in parenthesis:

1. Apprise AACTE membership of the current status of career education, including an analysis of the current legislation in the field. (Article in the *Bulletin*.)
2. Encourage AACTE member institutions to develop a policy statement with regard to career education and its infusion into preservice teacher education, student advisement, career counseling, and inservice and continuing education programs. (Position statement in the *Bulletin* developed by members of the Ad Hoc Committee on Career Education.)
3. Encourage the Governmental Relations Committee to keep the Association and its members apprised of new developments in career education at the Federal level, as well as advising them as to which of these developments deserve reactions from the Association and its members. (Governmental Relations Committee with input from the Ad Hoc Committee on Career Education.)

4. Represent the interests of teacher education institutions in the development of theoretical bases for career education and in the inclusion of monies for teacher education programs in amendments related to career education. (Through the Governmental Relations Committee.)

5. Encourage NIE to sponsor the development of solid theoretical bases for career education. (Through the Governmental Relations Committee.)

6. Encourage State ACTEs to discuss career education and its impact in their states with State Departments of Education, Local Education Agencies, and Teacher Organizations; to participate in the State planning process; and, in concert with other educational related organizations, to discern the best means by which the various teacher education institutions can relate to the career education thrusts and needs in the state. (Through ACSR and information to State Liaison Representatives.)

7. Encourage teacher educators in member institutions to consider career education and its impact for the total campus including specifically non-education schools and departments.

8. Have an interest group meeting for career education at the 1977 Annual Meeting and have discussion session(s) at the 1978 Annual Meeting to share position statements, models, and theoretical information available regarding career education. (Through the Annual Meeting Planning Committees and possibly the Ad Hoc Committee's recommendations.)

9. Give special emphasis in the Journal of Teacher Education to career education. (Through a thematic issue and/or a continuing section in the Journal as decided by its Board and perhaps with the recommendations of the Ad Hoc Committee as to content and potential authors.)

10. Develop proposals to be submitted to HEW and other funding agencies to do the following: (Through staff, Ad Hoc Committee on Career Education, Governmental Relations Committee, AACTE Board of Directors, and/or collaborative arrangements among member institutions.)

    a. Sponsor leadership training institutes on career education.

    b. Publish a compendium of policy statements, models, and information related to career education and its application in teacher education institutions.

c. Monitor the growth and development of credentialing, theoretical bases, and assessment processes related to the Career Education movement.

11. Serve as a clearinghouse for identifying and suggesting experienced and knowledgeable consultants on career education to requesting institutions or agencies. (Through staff and Ad Hoc Committee on Career Education.)

12. Encourage the Multicultural Commission to include career education in its activities. (Through staff and Multicultural Commission.)

13. Have a portion of the 1978 Distinguished Achievement Awards allocated to career education programs. (Through DAA Committee.)

Encouragement must be given member institutions to do what they can to support these endeavors, and monies must be sought to carry out the AACTE-related projects.

american association of
community & junior colleges

Recommendations of the AACJC Career Education Study Committee

Introduction

Since the golden age of Greece, educators have struggled with the liberating and utilitarian functions of education. Should education liberate the mind or sustain the body; should it explain the world or help students to cope with the world; should it communicate fact, ideas, and principles or educate to supply food, shelter, and clothing. This ongoing debate usually ends in a draw -- liberate the mind and fortify the spirit as well as emphasize the practical and the useful.

Past practices have tended to follow a common pattern. First we complete a liberal education, then we undertake vocational education. Almost everyone goes to some type of vocational school, be it John Hopkins Medical School or the High School of Needle Trades in New York City. There are obvious problems with this two-tiered arrangement. Some people drop out of school before getting the vocational training they need. Others cannot see the connection between a liberal education and the work they will do some day. Others explore career options too late, learn too little of the options available, and make poor choices. And still others fail to learn the values, attitudes and habits of good workers during their formative years and are therefore less successful in adapting to their subsequent places of work.

Moreover, the two-tiered arrangement splits the school curriculum into high and low prestige segments. This frequently results in two factions, the academic and the vocational departments. Because one is more cerebral in its orientation, it is often accorded higher prestige. Since educators have not been wholly satisfied with the two-tiered system, American educators have been, for the past 200 years, attempting to create an educational system more in line with our egalitarian views.

The community-junior college movement (both public and private) has been one of the more significant innovations as it has attempted to bridge the gap between liberal and utilitarian education at the postsecondary level. Since 1963 community college enrollments have grown five times, involving over 4 million students this year in full and part time study. During this same time span, the number of students pursuing occupational education (as contrasted with the transfer or academically oriented student) has increased dramatically from around 15% of the student body to approximately 50% today.

Not only has the number of enrollees grown dramatically, but the composition of the student body has also changed. Women, part-time students, minority students, handicapped students, and employed or unemployed workers seeking new careers, make up a majority of those participating in community college programs.

The Promise and the Problem

Community colleges have emerged as the antithesis of the two-tiered system discussed earlier; liberal and occupational curriculum offerings provide easy access to both types of programs at a time when a student is confronted with or involved in career choices. To quote Willard Wirtz, "The central purposes of community colleges is gradually emerging as that of bringing together those resources necessary to meet the needs of people in the local community who are confronted with increasing complex decisions about what to do next with their lives and where and how to go about doing it." How well community colleges are fulfilling that function is, of course, the issue under consideration here.

Fragments of a total career education program can be found on a number of community college campuses. Systematic needs assessment, flexible scheduling, open-entry and exit arrangements, work-study and cooperative educational opportunities, community oriented career counseling and placement services, all represent elements of a career education program which, if fully implemented, would provide a major community resource in support of a life-long program of career education.

Policy Recommendations

Having deliberated for several months on how community colleges might better fulfill the promise of career education, the following policy recommendations have emerged as issues which deserve attention:

Recommendation #1:

Recognizing that HR 7 is basically an authorization bill in support of career education at the elementary and secondary level, we urge the Office of Career Education (OCE) to consider supporting the following priority activities in preparation for an expanded program of postsecondary career education at a later time:

a. A "state of the art" assessment of career education practices at the postsecondary, non-baccalaureate level should be funded as soon as possible.

b. An historical review of career education oriented programs in community colleges, technical colleges, and area vocational schools is needed.

c. A future oriented appraisal of the role of career education in postsecondary education is also needed.

Recommendation #2:

Vertical and horizontal articulation of career education programs needs to be stressed. This can best be achieved through:

a. Providing local community colleges with the tools and procedures needed for conducting periodic needs surveys and inventories of other community programs (such as those offered by CETA, industry based training, secondary schools, and proprietary schools).

b. Encouraging advanced placement programs with local high schools, contracts with local high schools for vocational training services, and follow-up studies with graduates who either transferred to a four year institution or accepted employment.

Recommendation #3:

Specific career education functions should be worked out for various levels of education. Those planning career education at the community college level ought to know what is taking place at the K-12 level. Skills, content, and attitudes are all topics for articulation. The absence of career education at the K-12 level in some locations may dictate that a particular community college should undertake to systematically assess skills and knowledge already acquired in order to insure student readiness for work.

Recommendation #4:

Recognizing that various Federal agencies have been charged with responsibility for implementing some facet of career education, we urge that an Inter-Agency Council for Career Education (involving HEW, Department of Commerce, DOL, DOD, Department of Agriculture, Department of Justice and DOD) be established for planning and coordination purposes.

Recommendation #5:

We urge OCE to coordinate closely with the National Center for Educational Statistics (NCES) to insure that data currently being gathered on enrollments at the postsecondary level and the definitions employed be so organized as to accurately reflect full and part-time, credit and non-credit students enrolled in community colleges. There is continuing misinterpretation of what community colleges are providing in the way of adult education, vocational education, leisure time education, etc. By accurately reflecting what is now going on, such surveys as the HEGIS and the inventorying of postsecondary occupational programs by BOAE should be of even greater use to Congress, State legislators, and other policy makers.

Recommendation #6:

Because of the rapid growth in adult enrollment, OCE should support studies of the differential needs of both college age and adult enrollees as they progress through their learning-working-learning cycles.

Recommendation #7:

Support is needed for the further development of Community Career Education Resource Centers. Many of the current concerns of community colleges with meeting community needs depend upon the degree to which potential enrollees have a clear understanding of career choices and goals, have opportunities for self-assessment, can receive credit for previous knowledge and skills already acquired, and are aware of employment opportunities in the community. The "ideal" resource center should provide admissions services, career counseling and development, financial counseling, work-study opportunities, and job placement. How to orchestrate and deliver such services is an urgent priority.

Recommendation #8:

While there is interest in the development of a career education model for community colleges, the diversity of needs suggests that prescriptive models may not be as valuable as providing support for a variety of innovations designed to meet varying needs. For example, the collegiate curriculum purposes need to be examined in light of the consequences for students pursuing particular courses of study. More effective ways of keeping individual students informed about the implications of certain courses of study in terms of their later careers are required. Terminal degree programs, for example, may impose restrictions on a student's options that he or she may be reluctant to accept if such restraints could be avoided.

Recommendation #9:

Because of AACJC's role in serving as a clearinghouse for information on a variety of topics, we suggest that consideration be given to providing some support for disseminating career education information through AACJC to its membership. In the late sixties, the publication of the AACJC Occupational Education Bulletin provided a very useful mechanism for keeping members informed on new developments in the field. The Council on Occupational Education of AACJC provides a ready made interest group for focusing attention on career education issues.

Recommendation #10:

AACJC and its member institutions are committed to the support of affirmative action programs. The Carnegie Corporation of New York is currently sponsoring at AACJC a Center for Women's Opportunities. The main objective of this program is to determine whether women can take advantage of training and educational opportunities which result in their entering career fields normally considered to be for men only. This focus may be of interest to other educational institutions concerned with expanding awareness and career options for women.

Recommendation #11:

Since community, junior and technical colleges have pioneered in the development of occupational education at the postsecondary level, such institutions are in a unique position to respond to new challenges re national programs. Youth employment legislation, expanded CETA programs, labor union sponsored programs, small business management training programs, and the sponsorship of community-education work councils represent some of the areas in which two year postsecondary institutions are now actively involved. These and similar community based education training efforts offer a receptive climate for new initiatives in the career education field. OCE should recognize and take advantage of this potential support base.

american association of school administrators

Report of the AASA Ad Hoc Study Group on Career Education

In response to an invitation from Applied Management Sciences, a Career Education Study Group was established in the fall of 1976 by the American Association of School Administrators (AASA). The individuals asked to serve on this committee were identified by career education consultants as administrators of exemplary and diverse career education programs. Study group members are:

Dr. Curtis Henson, Assistant Superintendent, Atlanta, Georgia; Dr. Audrey Norris, Superintendent, Maple Heights, Ohio; Dr. Otty Norwood, Superintendent, Mamaroneck, New York; and Dr. George Smith, Superintendent, Mesa, Arizona.

The first meeting of the group was held at AASA national headquarters in Arlington on December 2 and 3, 1976. The members also met briefly at the AASA Convention (February 27). The second meeting was held on March 26 and 27, just prior to the Mini-Conference.

Recommendations of the AASA Study Group

1. Increased attention must be given to making the public aware of the problem(s) which Career Education addresses. Public demand for increased services in this area is what will cause local school district resources to be reallocated in support of the idea of Career Education.

   In the 1975 Gallup Poll of Attitudes Toward Education few proposals received "such overwhelming approval...as the suggestion that schools give more emphasis to a study of trades, professions and businesses to help students decide on their careers." (p.163). Across all groups studied, nine out of ten respondents favored this increased emphasis.

   The Study Committee suggests that, if Career Education is to become a reality in the public schools, the public must be moved from passive to active support. A model which is suggested for study in this regard is the advocacy effort in special education. Public and professional support for the handicapped has, over the last five years, resulted in extensive legislative reforms and significant reallocation of resources at the local, state and Federal levels.

The Committee submits that the student leaving the formal educational system without exposure to various career options and saleable entry level skills is also "handicapped." The need to address this problem can best be articulated through the cooperative efforts of parents, business, industry and the students themselves. Strong support is also required from education professionals.

This is primarily a "PR" problem. What matters is how the career education message is communicated to the public. The Committee was not aware of any extensive effort in this area. They recommend that some type of mass media campaign be explored.

2. The Superintendent of Schools is the individual who makes the day to day resource allocation decisions in local education agencies. His/her support and understanding is one key factor in the successful introduction of Career Education.

If one of the primary target areas for Career Education is the public schools; and if the above statement is accepted as true, the Study Committee is quite concerned that there is no representation of public school administrators on the National Advisory Council on Career Education.

A disturbing finding which the Committee discussed in some detail was the recent (1976-77) AASA Survey of Members wherein there was an inordinately high non-response rate to the career education item. The Committee believes that one of the reasons for this is the lack of definitional clarity that still surrounds the Career Education concept.

In attempting to deal with this problem the Committee spent a substantial amount of time during its meetings developing a definition/description of Career Education addressing specific administrator concerns. A draft was developed at the first Committee meeting. It was then reviewed by the career education staffs in each of the four Committee members' district. The final (at least as far as the work of the Study Committee is concerned) draft of the Committee Statement Regarding Career Education is attached. This statement will be submitted to the leadership of AASA for dissemination to members. It is also anticipated that this statement will serve as a guideline for a resolution supporting Career Education to be introduced at the 1978 Delegate Assembly Meeting and for future training in Career Education which AASA might conduct.

Proposed Follow-up Activities

1. In an attempt to address the problem of mobilizing public support of the Career Education concept, the committee will recommend to the Executive Director of AASA that a joint committee be formed by AASA and the National School Public Relations Association (NSPRA) to explore ways in which the Career Education message and need might be presented.

2. The Committee, concerned with apparent confusion among administrators about Career Education, will recommend to the Executive Director of AASA that:

   - The Committee Statement on Career Education be discussed by the Executive Committee and, if acceptable, be distributed to all AASA members and non-member superintendents as the operational statement guiding Association activities in Career Education.
   - AASA continue to seek Federal and foundation support for Career Education training for school administrators. The Committee would like to see such training as a regular offering on the National Academy for School Executives, the in-service branch of AASA.
   - AASA continue to actively monitor and support Career Education legislation at the Federal and state level.

STATEMENT OF THE AASA
AD HOC CAREER EDUCATION STUDY GROUP

CAREER EDUCATION is:

- a comprehensive instructional system designed to facilitate the career development of students.

CAREER DEVELOPMENT is:

- a lifelong process of making choices and adjustments with regard to education, employment, voluntary work, as these decisions relate to present and future career options and personal lifestyle.

CAREER EDUCATION focuses on such CONCEPTS as:

- Education and work are interrelated.
- Those things learned in school are relevant to the everyday world (with special focus on the basic skills).
- The student is a worker in a work setting.
- Basic work habits (i.e., being on time, completing tasks) are necessary for success as a worker.
- Work requires discipline.
- Work is valued for many reasons (i.e., not only for a work ethic, but personal value).
- Occupations exist for a purpose.
- All workers have dignity and worth.
- There are a variety of occupations in the world.

- Individuals can learn to perform adequately in a variety of occupations,
- Societal and economic effects influence occupational supply and demand.
- Various groups and institutions influence the nature and structure of work.
- Workers are independent.
- Individuals must be able to deal effectively with one another.
- Work means different things to different people who, therefore, derive different kinds of satisfaction from work.
- Occupations and lifestyles are interrelated.
- Individuals need to know how to effectively use their leisure time.
- An understanding and acceptance of self is important throughout life.
- Individuals are responsible for their career planning.
- Individuals can exert greater control over their lives through decision-making and career planning.
- Individuals must be flexible in a changing society.
- Career development requires a continuous and sequential series of choices.
- Individuals must develop the skills necessary to gather, process, and act upon information about self in relation to a constantly changing work environment.

CAREER EDUCATION requires an APPROACH which promotes:

- A partnership between the schools, parents, business/ industry, labor and the community at large.
- An infusion and expansion into all existing education programs and curricula as well as the acceptance of responsibility by every educator.
- A way of making subjects relevant and meaningful to all students.
- Career Education for all students of differing levels of ability, knowledge, and interest (with career development concepts infused into not only the academic courses but also vocational and extra curricular activities) so that every student has opportunity to incorporate work values into their personal value structure in such a way that they are able to choose a desirable lifestyle.
- Career development at all grade levels.

- A provision of equal access to career opportunities for all individuals.
- Many diverse career exploration experiences for students.
- The elimination of race, ethnic, sex and role stereotyping attendant to certain occupations.
- The opportunity for every student to acquire entry level skills prior to exiting from formal school.
- Guidance activities that provide opportunities to broaden the guidance counselor's knowledge of the world of work so that counselors can, in turn, assist students assess their interests, skills, talents and capabilities.

CAREER EDUCATION OPERATIONALLY requires:

- Understanding, acceptance and support of the total community.
- Adequate time and long range planning to become institutionalized.
- Staff training to insure understanding of the concepts and the infusion approach.
- The enthusiastic support of the chief school officer (e.g., superintendent, district principal, etc.), other administrators, and curriculum specialists to insure success.
- That job modifications and changes in role responsibilities in schools must occur.
- That "ownership" of the idea of career education be fostered on the part of teachers and students.
- That adequate local, state and Federal resources (human and material) be allocated to support Career Education.
- An inventory of present community resources and the development of linkages between schools and other agencies and organizations based on the findings of such an inventory.
- That colleges/universities, junior/community colleges, public schools and other educational organizations cooperate in operationalizing career education.

CAREER EDUCATION IS NOT:

- Something which ceases at the end of formal education.
- A separate curricular thrust.
- A rigid channeling of students into specific career "tracks."

- Solely for those who do not intend to go to postsecondary institutions.
- Designed solely to alleviate the "dropout" problem.
- Promoting for only economic awareness.
- Designed to remove or lessen emphases on other important educational goals.

american association of
state colleges & universities

Career Education at the Four-Year College and University Level

The following statement was developed by the AASCU Committee on Career Education and endorsed by the AASCU membership at the 16th annual meeting, November 1976.

Definition of Career Education

Career education is a life-long process beginning with the individual's primary years and continuing through retirement. It is a process which can be aided by educational experiences ranging from kindergarten through adult and continuing education. Career education is a composite of activities, experiences, and results that prepares people for a successful integration of education and work which enhances a rewarding personal life style.

Self-assessment and understanding are basic to career education. It is important to provide opportunities for individuals to develop a realistic perception of their own unique capabilities. Individuals also should be provided education and work experiences which make them aware of available occupational opportunities. These opportunities will enable individuals to select and prepare for occupations or clusters of occupations that will be socially needful, economically rewarding, and personally satisfying.

The career selection and planning process is a key element of career education. Individuals likely will experience several job shifts and changes during their career development. Therefore, guidance and counseling should be integrated into the curriculum to help them develop career decision-making skills.

Achievement of career goals is directly related to the development of occupational skills. Career preparation should provide sets of predesigned learning experiences which prepare the individual for a known set of job related tasks and requirements. This can be done by blending general education and the basic academic disciplines with a curriculum that develops skills and knowledge essential to securing initial employment, and provides a foundation for progressive experience on the job. Career education also should develop responsible citizens with a positive attitude toward work.

The Role of the Four-Year College/University in Preparing Students For Careers

Four-year colleges and universities have an important role in preparing students for careers in the present and projected labor market. Emphasis on career education will grow in our ever-changing technological society. As this occurs postsecondary institutions have a growing responsibility to provide curricular offerings that impart the kinds of skills required for specialized entry level jobs and on-the-job progression. Educational programs should stress the importance of skills, knowledge and attitude, and the importance of the work ethic and the dignity in all types of work. Basic career preparation should have a liberal arts base to prepare students for the change and growth in our society which will affect their career and personal pursuits.

Career Education Services and Activities the Four-Year College/ University Should Provide

The postsecondary education period generally can be characterized by complex individual needs and circumstances on one hand, and a myriad of potential avenues and opportunities to pursue on the other. To more effectively and efficiently meet these various needs and to provide a more meaningful awareness of the various alternatives, colleges and universities are encouraged to establish a coordinated career education program on each campus. These programs should be designed to meet the individual needs of students as they pursue basic career objectives through postsecondary education.

Colleges and universities are encouraged to incorporate curricula with specific objectives leading to career selection. Specific courses in each department are needed to provide an orientation to related occupations and careers. This can be enhanced by work experience through programs such as cooperative education, independent studies, and other "hands-on" opportunities related to occupations and careers.

Colleges and universities are encouraged to provide a continuous and comprehensive career guidance-counseling program. This will require an extensive data collection system to maintain a current file of employment trends along with individual student interests in career and occupational choices. Relevant information on employment opportunities should be available. This will involve various components of the university, such as the Admissions Office, Academic Advisement Services, Counseling Center, and other related university functions which provide information to the student during the training period. Placement services should provide an opportunity to bring prospective employers in contact with students to relate the occupational requirements with the training programs conducted at the institution.

To maintain a responsive and meaningful program in career education services and activities on a campus, a research program related to work satisfaction, employment trends, and other matters related to career preparation is encouraged. A need exists for identification of potential employment demands and changes for students, as well as for business and industry. A continuous follow-up program of alumni can be helpful to an institution in assessing the change in demand, as well as identifying patterns in job changes through career progression.

Potential Impacts from the Integration of Career Education into the Operation of the Four-Year College/University

Integration of career education into four-year colleges and universities should reduce dropout rates and make instruction more relevant. Career education also should increase enrollments in occupationally oriented courses and college programs in general. In addition, more programs for adults will be offered. Integration of career education will require more financial resources, and there will be greater emphasis on the use of community resources. Career education should encourage more articulation among departments within the institution and in other schools at the secondary and postsecondary levels.

Career education may result in significant revisions in the mission of some colleges and universities. Although this will probably have no impact on accreditation, the change in emphasis might create a need for staff competencies which do not exist.

In any case, the integration of career education will have important impacts on faculty, who may need more experiences in business and industry. Salary and promotion policies would need to be adjusted to retain and hire staff persons with competencies related to career education. It is possible that career education will create more tensions between liberal arts and career oriented faculty.

Concurrent with a career education needs assessment program, institutions should consider implementing professional inservice programs for secondary and postsecondary teachers. Inservice emphasis in institutes, workshops, and conferences should stress training and retraining for career education concepts and techniques, performance objectives, competency-based education, alternative systems, and related current trends to enhance student progress towards perceived goals and objectives.

Short-term training programs should be provided to develop new skills, or to update the individual's skills and competencies to keep pace with technological changes and advancement. The ability to respond to identified short-term training needs of students, alumni, and special clientele will be a challenging role for colleges and universities in our ever-changing technological society.

Career education services and activities also will require colleges and universities to assume unique roles in their location and the region they serve. Program needs and employment trends and opportunities in a geographic area will dictate to a large extent the type of service and activities that will be needed.

Changes Needed to Implement Career Education at the Desired Level

A change in the attitudes of staff and administrators may be needed to implement career education in the college or univeristy setting. Institutions lacking a positive position on career education may have to formulate one which accepts career education as an added opportunity for higher education. In some cases, it may require sacrificing some of the so-called traditional curriculum for one of more involvement with business, industry, and government to determine what should be taught, learned, and put into practice.

The college or university may have to provide additional funds or reallocate existing funds to provide career education. However, this process should provide a recognition of the worth of various kinds of career opportunities.

Colleges and universities prepare teachers and administrators who develop a particular philosophy based on their previous educational experiences and their educational preparation. Career education will not succeed if the teacher education component fails to provide a career education emphasis in the curriculum. The same will hold true in the preparation of administrators, if they have had little emphasis on career education as part of their formal education.

Efforts should be made to hire faculty and staff with a specific career orientation and background who have displayed a genuine concern for students and who are willing to assist them in developing a career, based on a thorough evaluation of student interest, aptitude and ability. If the faculty and staff of an institution do not believe in career education, it is doubtful that the career needs of all students will be met. The college or university also should consider providing more career education opportunities outside the classroom.

Thus, colleges and universities should reconsider their philosophical positions and determine if career education can be of help to students as they pursue their future roles as citizens.

The Technique

Information and opinions in this document were gathered by surveying various members of the Committee on Career Education, American Association of State Colleges and Universities, chaired by Robert S. Swanson, Chancellor, University of Wisconsin-Stout. Participants were surveyed through the Delphi technique, a scientific means of gaining consensus, developed by the RAND Corporation, Santa Monica, California. The method is designed to gather expert opinions without bringing the experts together in a face-to-face encounter. To draw on informed, intuitive judgement, a succession of written questionnaires was sent to participants in the study, with each round of questions designed to produce more refined group opinions.

In the first round, a list of broad questions was sent to those individuals serving on the Delphi jury. In the second round, statements formed from these questions were sent to jury members, who were asked to rate or evaluate each item by some degree of importance, success, or agreement. Then, in a third round, a list of the ratings and any consensus was returned to jury members, who are asked to revise their opinions or to state the reasons for remaining outside the consensus.

Material generated from this technique served as the primary content of this report. Keeping the panel of experts separate from each other enabled them to express greater individual viewpoints. By exchanging these viewpoints through written conversation, consensus could be gained without direct interaction and group pressure.

AASCU Committee on Career Education

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american council on the teaching of foreign languages

In response to an invitation from Applied Management Sciences, made in behalf of the Office of Career Education, U.S. Office of Education, the American Council on the Teaching of Foreign Languages, Inc. (ACTFL), appointed a Task Force on Career Education in December 1976. The persons appointed by President Helen P. Warriner are as follows:

William E. DeLorenzo, University of Maryland
Kenneth Lester, Connecticut State Department of Education
Marcia Miller, Lexington (KY) Public Schools
Helen P. Warriner, 1976 President of ACTFL, Virginia State Department of Education
C. Edward Scebold, Executive Director, ACTFL (ex officio)

The Task Force convened in December 1976 and February 1977 to discuss the continuing role of ACTFL in promoting the concept of career education within the content of foreign language programs as well as to consider new ACTFL initiatives in the preservice and inservice education of teachers and administrators.

Early during the first meeting of the Task Force, it became apparent to the participants that the opportunity to organize and conduct the two meetings of the ACTFL Task Force on Career Education should be utilized to plan future activities of ACTFL. Furthermore, a decision to prepare proposals for submission to the Office of Career Education was made immediately, since the scope of the work which was being proposed was greater than the resources of ACTFL, both in terms of budget and staff.

In addition to the work done by the ACTFL Task Force on Career Education, Howard B. Altman, 1977 President of ACTFL, and the Executive Director devoted extensive time to the preparation of the two proposals which were forwarded to the Office of Career Education to meet the deadline of 15 March 1977: "Communicating the Concept of Career Education to Foreign Language Educators and Sc[illegible] Administrators" and "Preservice and Inservice Training [illegible] Career Education: Incorporating the Career Concept in Foreign Language Programs" (an abstract of each is attached).

The commitment of ACTFL to incorporating career education into foreign language programs will continue without regard to the outcome of the two proposals, as substantive work has already been done by the association in this area. However, should the proposals be funded, ACTFL will be in a position to assume leadership in the promotion of career education and the training of teachers to implement career education into their foreign language programs. To our knowledge, no other curriculum specific association has proposed or undertaken a project of such national significance and potential.

C. Edward Scebold
Executive Director
American Council on the Teaching
of Foreign Languages, Inc.
2 Park Avenue
New York, N.Y. 10016

Communicating the Concept of Career Education to Foreign Language Educators and School Administrators

Principal investigator:	C. Edward Scebold, Executive Director, American Council on the Teaching of Foreign Languages, Inc.
Contracting agency:	American Council on the Teaching of Foreign Languages, Inc.
Federal funds requested:	$162,601
Beginning and ending dates:	1 July 1977 - 30 June 1978 (first year)

PURPOSES: The American Council on the Teaching of Foreign Languages, Inc. (ACTFL), proposes to organize an extensive campaign to inform teachers, students, and school administrators of the value of career education, as these concepts are incorporated into foreign language curricula. The interweaving of career education and foreign language instruction offers an option for more effectively relating classroom instruction to the world outside the school's doors. However, to date, few foreign language educators have incorporated career education into their teaching and curricula, due to: (1) a lack of knowledge about the benefits of second language proficiency as an ancillary skill in a wide range of employment opportunities; (2) the inaccessibility or lack of appropriate materials; and (3) insufficient preservice and inservice training to provide teachers with the neccessary skills. This proposal addresses the first concern; an accompanying proposal provides a program for resolving the second and third concerns.

PROCEDURES: This proposal presents a national program of information dissemination and promotion, consisting of the following components:

I. The Establishment of an ACTFL Task Force on Career Education;
II. Current Status and Needs Assessment;
III. Promoting the Integration of Career Education into Foreign Language Teaching and Curricula (through the production and dissemination of various media components): "slick"

brochure, posters, "stacker displays," "traveling exhibit," filmstrip/cassette presentation, multi-media package, videotaped interviews, videotapes of ongoing programs which have incorporated career education and foreign language instruction, and a procedure for periodically distributing press releases or announcements relating to the activities of the project;

IV. National Leadership in Integrating Career Education into Foreign Language Teaching and Curricula
   A. Establishment of State Task Forces on Career Education and Foreign Languages;
   B. Informing and Influencing Commercial Publishers of Foreign Language Teaching Materials.

Broad representation from the various areas of the business and education communities is proposed in an effort to provide the expertise and knowledge which are necessary in order to create an exciting, realistic, and appealing media package. Consultants will be chosen from among the following areas: all levels of foreign language education; educational guidance and counseling; career education; school administration; business, industry, labor, or public service; commercial publishers, and the current ACTFL leadership.

CONTRIBUTION TO EDUCATION: This project will provide national leadership in two areas which have been identified by the ACTFL membership as "priorities" for action by ACTFL: the promotion of foreign language education, within the context of its relationship to career education, during a period when foreign languages are experiencing a loss of enrollments and a lack of support from the general public and school administrators, and attention will be focused on the need and potential for implementing changes in curricula in order to relate foreign language instruction to career expectations and potential.

STATEMENT OF SUBMISSION OF THE PROPOSAL TO THE STATE CAREER EDUCATION COORDINATOR: As required by the guidelines governing the submission of this proposal, a copy of the proposal has been submitted to: Dr. Vivienne Anderson, State Education Department, 99 Washington Avenue, Albany, New York 12234.

Preservice and Inservice Training In Career Education: Incorporating The Career Concept In Foreign Language Programs

Principal investigator:	C. Edward Scebold, Executive Director, American Council on the Teaching of Foreign Languages, Inc.
Contracting agency:	American Council on the Teaching of Foreign Languages, Inc.
Federal funds requested:	$209,884

Beginning and ending dates: 1 July 1977 - 30 June 1978
(first year)

PURPOSES: The American Council on the Teaching of Foreign Languages, Inc. (ACTFL), proposes to organize an extensive program of preservice and inservice training in the incorporation of career education concepts into foreign language curricula, including the preparation of resource lists of existing materials and the commissioning of materials to fulfill teachers' needs in this area. The interweaving of career education and foreign language instruction offers an option for more effectively relating classroom instruction to the world outside the school's doors. However, to date, few foreign language educators have incorporated career education into their teaching and curricula, due to: (1) the inaccessibility or lack of appropriate materials; (2) insufficient preservice and inservice training to provide teachers with the necessary skills; and (3) a lack of knowledge about the benefits of second language proficiency as an ancillary skill in a wide range of employment opportunities. This proposal addresses the first and second of these concerns; an accompanying proposal provides a program for resolving the third concern.

PROCEDURES: This proposal presents a national program of preservice and inservice education, including the dissemination of information regarding existing materials and the preparation of needed materials, consisting of the following components:

I. The Establishment of an ACTFL Task Force on Career Education;
II. The Development of an Instructional Module for the Preservice Training of Foreign Language Teachers in the Philosophy and Incorporation of the Career Concept into Foreign Language Programs:
III. A Regional Workshop Program for the Inservice Training of Foreign Language Teachers;
IV. Pre-Workshop Packaging of Materials;
V. Leadership Development Seminars for Methods Specialists, Foreign Language Curriculum Coordinators, and Foreign Language Department Chairpersons;
VI. A Consultant Program;
VII. A Mini-Grant Program.

Broad representation from the various areas of the business and education communities is proposed in an effort to provide the expertise and knowledge which are necessary in order to create a program which responds directly to the needs of classroom teachers, as experience has shown that the promotion of change in teaching and curricula will be successful only when the necessary materials and training are provided. The advice and assistance of persons outside the area of foreign language instruction is particularly important for two reasons: (1) those from other areas within education can provide the knowledge and expertise which is needed to help foreign language educators relate foreign language teaching and curricula to the total school curriculum, and (2) those from the business community assist in the assessment of possibilities for more closely relating foreign language instruction to career expectations and potential. Consultants will be chosen from among the following areas: all levels of foreign language education; educational guidance and counseling; career education; school administration; business, industry, labor, or public service; and the current ACTFL leadership. (An accompanying proposal also outlines a procedure for communicating with and influencing the commercial publishers of foreign language teaching materials.)

STATEMENT OF SUBMISSION OF THE PROPOSAL TO THE STATE CAREER EDUCATION COORDINATOR: As required by the guidelines governing the submission of this proposal, a copy of the proposal has been submitted to: Dr. Vivienne Anderson, State Education Department, 99 Washington Avenue, Albany, New York 12234.

american federation of teachers

AFT Advisory Commission on Higher Education

A Report on Work and Higher Education
A Career Education Concept

Even the most conservative of futurists would concede that the relationship between the individual and work is changing and will continue to change in ways that are beyond our present powers to forecast. The Labor Department predicts that 12 million new faces will enter the work-market by 1990 and that those individuals probably will make about seven job changes in the course of their lives. "By 1985," AFL-CIO Education Director Walter Davis believes, "more than half the American workforce will be engaged in skills and jobs which have not yet been invented or developed."

Should education prepare students for the varied jobs they are likely to have? And if so, how?

Career education is one of the major approaches being considered today as a means to prepare students for work and for future changes in the job world. Until recently, career education has been developed as a concept to reform education at the grade levels by integrating school and work experiences in the learning process. Its purpose has been mainly motivational, practical, and informational. In theory, youngsters would learn the 3 R's through simulated work activities and later be given opportunities in the marketplace. This training would enable them to seek and secure a job "whenever they leave school," with or without a high school diploma.

Introduced in 1971 by Sidney P. Marland, Jr., then Commissioner of Education, now president of The College Board, the concept attracted national interest from the start. Only a few years later, more than half the nation's school districts were involved in some form of career education activity, and the concept won enthusiastic support of teachers, business, and community leaders. It became national policy under the Education Amendments of 1974, which established an Office of Career Education (OCE) and authorized $10 million for each of three years to support about 200 planning projects, mainly at K-12 levels. Career education in the grade schools is the focus of the proposed Perkins Bill, H.R. 7, The Elementary and Secondary Career Education Act of 1977, in which postsecondary provisions are specifically excluded.

Postsecondary career efforts have been concentrated in the community colleges which have been designed as "ideal career education institutions," according to Dr. Marland, because their academic and vocational courses and experimental as well as theoretical instruction are offered in a non-traditional atmosphere that is especially suited to the needs of non-traditional students. Theoretically, community college students acquire occupational skills at the same time that they may prepare academically for entry into a degree program at a four-year college. Federal support for this group is mainly through Basic Educational Opportunity Grants.

Efforts to introduce career instruction in the four-year colleges and universities, only a few seeded by government grants, have resulted in business and humanities couplings like Archival Training for historians, Management for art and music majors, or Journalism for erstshile students of literature. One university offers a five-year professional degree in law and sociology. Another requires technical students to take a humanities minor.

The career education concept in higher education invites relationships between liberal arts and vocations. But it must also help students learn tc communicate better, work with abstractions, transfer learning theory from one discipline to another, raise questions, and solve problems that have no precedents. In fact, without increased stress on basic thinking and skills, these new business and arts marriages promise to yield monstrous births: under-educated college graduates.

A study soon to be released, prepared by Seymour Lusterman of the Conference Board in New York, reports on prevalent views of the education system among 7,500 major American companies that employ over 30 million members of the workforce. Executives in these companies "are critical of the performance of the nation's schools and colleges in preparing people for work, and deplore particularly the lacks they find in language or communications, and mathematical skills among younger employees."

The same survey shows that employers are less concerned about technical preparation than about communications skills and the ability "to conduct theory with practice" which they find "no less essential for music theory or American history than for business management." Believing experimental methods are best for instruction in their own industrial education programs, they wonder why the colleges and schools don't use those methods in teaching basic skills. Career education would seem to respond to these proposals.

At the same time that business is asking for more and better basic and humanist skills, students have been abandoning the liberal arts for vocational and professional studies. And colleges are succumbing to students' demands. Thus, the introduction of the career education concept in higher education has given rise to considerable debate. Career preparation is an honorable endeavor, its proponents agree. But, as Ernest L. Boyer, the new Federal

Commissioner of Education, asserted just after taking office last March, "the relationship between liberal education and the world of work will not be solved by just tacking on vocational courses."

In higher education, Dr. Boyer proposes, "the study of work itself should be part of the new common core" of the ideal college curriculum. This ideal curriculum should include study of the future as well as the past and present, and the study of work should be included. Work study however, should not be vocational but theoretical, for, as Dr. Boyer put it, "the examination of work becomes philosophical in terms of the questions one may ask." As such, work study is preparation for the future.

One of the ways in which practical aspects of the career education concept may be applied to higher education, according to Dr. Boyer, is through closer relationships between secondary and postsecondary schools, especially colleges that train teachers. Citing a Berkeley program in which university English teachers work with 20 or 30 school districts in the Bay area to explore problems in the teaching of reading and writing, Dr. Boyer said at an April press conference in Washington, D.C., "I think that is exactly the way we have to go if we are going to add excellence to the schools."

It has always been true that students who have become architects of the future have first developed basic language and mathematical skills upon which depends the ability to think and solve problems. These students readily adapt to change, since they themselves have helped to make it.

Most others, however, need to learn what OCE Director Kenneth B. Hoyt calls "adaptabiltiy skills" -- good work habits and the ability to make decisions, select appropriate work, and perhaps retrain several times for new kinds of work. The need for these skills, Dr. Hoyt writes, reaffirms "the value of the liberal arts.....in terms of its potential for helping some people find a personal meaningfulness in their occupational activities."

If career education is to have a beneficial effect on higher education in preparing students for "work," that is, for "the totality of experience," as it is defined in official policy papers, what is needed first in the academic community is a full-understanding of the relationship between basic skills, the ability to think and decide, the nature of work, and the quality of life.

Such understanding may be subsumed under the rubric of "Work Theory," with clear propositions to be developed within the academic disciplines of education, government, economics, and outside the disciplines by higher education labor leadership, for whom the concept of work as a human interest is primary.

Incorporating, axiomatically, the human right to know, to continue to learn and to employ that knowledge in the interest of the individual and the larger society, an evolving Work Theory requires:

- the reordering of human and material values toward the development and conservation of human resources;
- a review of the dignity of labor in terms of the dignity of the laborer: workers' rights, worker education, worker sabbaticals, retraining for the unemployed, reentry preparation, and other types of recurrent and higher education for non-traditional student groups;
- a reexamination of the concepts of lifelong learning in terms of job training and liberal or humanist studies at all levels of education, including the introduction of work theories at grade levels which are linked to higher education, and
- an exploration of Federal and local legislation related to work and career education, of labor and business programs, and of economic research in these areas.

The American Federation of Teachers has a vital role to play in shaping the future of work and higher education policies both in career education programs adopted at the grade levels to prepare students for college admission and in education-work policies developed for postsecondary and continuing education institutions. It is equally concerned with extension of educational activity beyond the schools and colleges into communities, homes, and other workplaces, where safeguards for quality instruction must be devised and supervised.

AFT policy, adopted at the 1976 convention, "supports expanded counseling, career education programs, and placement services for all students." Under the "Higher Educare" policy, adopted at the 1975 convention, the AFT supports expanded educational opportunities for adults. It has endorsed the concept of open access for women and minorities, and has supported legislation for "lifelong learning" for the elderly, for prison populations, the handicapped, the homebound, and others.

These practical positions have been supplemented by the philosophical stance taken by the AFL-CIO Executive Council in October, 1975: "Relating education to the world of work is important, but it is equally important that education be related to preparing students for the demands of citizenship, for their future roles as members of their families, and for the fullest development of their human potential."

Sharing the concerns of national labor affiliates, the AFT Study Group on Career Education in Higher Education warns against converting colleges into job-training centers, limiting the value of higher education only to economic considerations, and stunting students' personal growth and aspirations for higher learning. It proposes instead that the concept of work become an area for higher education studies and that the teacher-labor movement take leadership in advancing this new learning.

RECOMMENDATIONS:

1. That the AFT Advisory Commission on Higher Education schedule a workshop on "Work and Higher Education" for the annual convention of 1977 at which members of the AFT Study Group on Career Education shall act as presenters and lead a discussion on Work Theory.
2. That the Commission conduct national hearings from September, 1977, to February, 1978, to explore relationships between work and education at AFT higher education locals.
3. That the Commission prepare a report of the 1977 "Work and Higher Education" Workshop and the national hearings by March, 1978.
4. That the Commission formulate policy on Work and Higher Education by April, 1978.
5. That the Commission prepare a resolution on "Work and Higher Education" for the 1978 AFT convention, to be submitted by May 1, 1978.

Submitted by: The AFT Study Group on Career Education in Higher Education

Chair: Frances K. Barasch PSC/New York

for

Neil Betten UFF/Tallahassee
Dennis Dryzga CCCCTU/Chicago
Mayer Rossabi PSC/New York

AMERICAN FEDERATION OF TEACHERS
ADVISORY COMMISSION ON HIGHER EDUCATION

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California Community College Council

american library association

Ad Hoc Study Committee on Career Education

Peggy O'Donnell, Lynn Marko, Marilyn Salazar, and Margaret Myers (of the ALA Office for Library Personnel Resources staff and Advisory Committee) met on April 4 and 5, 1977 in Chicago to discuss possible action and recommendations regarding ALA's involvement in career education. A report (dated March 29, 1977) had been sent to the ALA Program Staff prior to this meeting. The report briefly described the U.S. Office of Education mini-conference on career education held on February 28 - March 1 which was attended by the four members of the ALA Ad hoc Study Committee on Career Education.

Discussions were held with staff members concerned with school libraries, State library agencies and public libraries. It was felt that these types of libraries would have the most relevance to the U.S. Office of Career Education program as it now exists.

The following recommendations and suggestions for action came out of the meeting of the study committee.

1. A letter will be written briefly describing the USOE career education program and the Statewide career education plans which are now being developed . This will be sent with a list of State career education coordinators to each State library agency and State school media supervisor suggesting that they might wish to contact the CE coordinator in their State to determine if input relating to libraries was possible and desirable. The Office for Library Personnel Resources will coordinate with the American Association of School Librarians (AASL) and the Association of State Library Agencies (ASLA) regarding these mailings. Mary Power, Executive Secretary of ASLA may be able to discuss this also at the May meeting of the Chief Officers of State Library Agencies.

2. It is hoped that the ALA Washington Office will continue monitoring the upcoming legislation on career education in Congress, as well as related legislation (e.g., lifelong learning), so that input regarding libraries can be given when deemed desirable. It is felt libraries should definitely be included in career education legislation. News of such legislation will hopefully be included in the Washington Newsletter. If monies become available for implementation, libraries should be made aware of possibilities for funding projects.

3. The Office for Library Personnel Resources will evalute its own career material for librarians to determine if some of the concepts relating to career education are incorporated.

4. The possibility of some articles on career education and its implications for libraries was discussed. The School Media Quarterly might be a logical place. Also Booklist could be contacted to determine if a special list of career education materials might be featured.

association for supervision & curriculum development

The ASCD Executive Council received the following recommendations from the Career Education Study Committee:

- Commend the U.S. Office of Education for using this process to obtain input from various associations on the issues of career education and recommend the process be used in the future and much earlier. The process tapped some of the richest resources available in this country in helping shape educational policies and practices. (The use of the advice remains to be seen.)
- Promote the change of career education to read Career and Personal Achievement education. This would allow for the broadening definition that Dr. Hoyt is advocating and at the same time minimize the problems resulting from a difference in the interpretation of the meaning of career education.
- Promote the appropriation of Federal monies to finance programs for staff development to develop ways to infuse Career and Personal Achievement education into existing courses and programs and to finance continuation of such programs after initiating them.
- Support the concept that Career and Personal Achievement education be adopted through the infusion method into existing courses and programs rather than through separate units or courses into the curriculum.
- Recommend higher educational institutions not develop career education majors for the purpose of teaching Career and Personal Achievement education.

ASCD Career Education Study Committee Members

Eugene Howard, Director, Accreditation and Accountability, Colorado Dept. of Education, Denver, Colorado, 80202

Sidney Estes, Asst. Supt. for Instruction, Atlanta Public Schools, Atlanta, Georgia, 30315

Dr. Donald R. Frost, Curriculum Dir., Leyden High School, Northlake, Illinois, 60164

William Cansfield, Asst. Supt., Mt. Clemens Community Schools, Mt. Clemens, Michigan, 48043

Debra Vild, Career Education Consultant, Raleigh, North Carolina, 27612

Position Statement on Career Education

The College Placement Council's position with respect to career education in the United States is, as might be anticipated, fully supportive. Being in the unique position of representing virtually all of the career planning and placement offices of the colleges and universities of the nation and the employers of their graduates in business, government, and industry, CPC is, itself, in the mainstream of career education. It recognizes career education to be a developmental process in which the young man or woman progresses through an educational continuum while maturing in terms of career aspirations. Whether the student terminates his or her formal education at the high school or postsecondary level, drops out and drops in, resumes education or returns to employment in adult years, it is the Council's position that the elements of career education should be so interrelated that the individual advances from objective to greater objective until his or her capabilities are maximized and optimum career goals attained.

The College Placement Council has, traditionally, concentrated its services at the baccalaureate level and above since it has been here that career planning and placement, in the full sense, first developed. As the community colleges have begun to formalize similar programs, CPC has, increasingly, included them in its area of interest and service.

While there has been some recognition that career education has implications for those of all ages, practicality has suggested a concentration of attention at the point of greatest trauma -- the high school. Thus it has been that to the largely understaffed and overworked guidance counselors of the high schools has fallen the responsibility of meeting and dealing with a new concept which would "break the lockstep from high school to college" and seek to accord dignity to many occupations which have been rated at the lower levels of social acceptance. Prompted by the Office of Education, generously supplied with Federal and foundation funds, and implemented by educational associations, the high schools set about the herculean task of counseling the three million or so students graduating each year in the Seventies. The goal was to assist them to identify and pursue realistic career objectives, to dignify these objectives whether they required higher education or not, and to enable those going into the world of work from high school to find employment in increasingly difficult times.

The effort to disabuse students and their parents of the assumption that a college education was the *sine qua non* of a successful life was not easy when the buyer's market of the Sixties was a recent memory. Increasingly in the Seventies, however, it became clear that circumstances were changing for the college graduates, and the information filtered back promptly to the high school level. The young people who, during the Sixties were sought after by business, government, and industry to fuel the management of a burgeoning economy, began to find in the Seventies that a college degree was no longer a guaranteed passport to a career--or even to a job. Questions began to be asked as to the value of a college education. Institutions of higher learning were told to make known to prospective students what the career possibilities were for those considering enrollment in various curricula, and shifts in course preferences began to become evident as students transferred to disciplines with more obvious employment possibilities. With all of this, some 50 percent of high school graduates have continued into college during the Seventies.

It has been at the high school level, however, that the career concept has continued to attract the attention and the support of the nation's educational resources. While the plight of the high school student has been worthy of this concentration of effort, the plight of the college graduate has been given lip service as unemployment and underemployment have become increasingly prevalent, especially for those graduating in liberal arts and other non-technical curricula. Yet, almost alone among national, educational agencies and associations, the College Placement Council has continued to call for remedial action in the form of support for the college career planning and placement offices.

This is not to suggest that CPC is concerned only for the college graduate. Since its conviction is that a career education continuum must include all levels of education, it endorses the interrelationship of career counseling, planning, and placement at all levels of education from secondary to adult. But since almost all of the nation's resources for career education are still being concentrated in the K-12 range, CPC feels an obligation to urge their expansion into the career planning and placement offices of the colleges and universities. If career education in higher education is to become a reality it must be recognized that its career planning and placement offices have been restricted in staff and budget, thus exacerbating the very problem these services have been created to serve.

Economic problems are not the only ones complicating the implementation of the career concept in higher education. In contrast to its relatively uninvolved introduction to secondary education, it surfaced into a different sea at the college and university level. To begin with, there are matters of semantic difficulty. The very terms that have been closely associated with career education, and acceptable to those at the high school level, including vocational education, in this context, became synonymous with vocationalism and thus with skills as an end in themselves. In the conservative view, to move one step in this direction was to abandon the liberal arts tradition. At the opposite extreme were those who insisted that, unless a career program was linked to employment, it could no longer be defended.

In a benchmark study, "Four-Year Liberal Arts Graduates: Their Utilization in Business, Industry, and Government," the College Placement Council took advantage of its representation of both higher education and the employers of college graduates to suggest a median course. Given a student with adequate personal qualities, motivation, and an understanding of the work place, this median course offers an opportunity to become more attractive to employers. By including electives or a minor in such areas as business administration, communications, or information sciences, etc., the student becomes more competitive without dilution of the traditional liberal arts program. Equally important can be experiential education, including cooperative education programs, internships, and job experience.

Career education at the level of higher education is also complicated by a multiplicity of services and an occluded line of responsibility. Traditionally, over the last 50 years, faculty members have gradually delegated their efforts to obtain employment for their graduates to the campus service which has come to be known as career planning and placement. But, in a broader sense, other student personnel services also relate to career education. The academic advisor offers the student guidance in the choice of courses and curricula. Students with emotional problems which may impinge upon their career prospects can often be assisted by the campus psychiatric services. Individual faculty members may, or may not, assume some responsibility for the ultimate career decisions of their students.

Through the undergraduate years, the career planning and placement office acquits its obligation to prepare the student for the transition to the world of work through self-realization, practical experience, and acquaintance with job options within broad, career avenues. During the senior year, it is through the career planning and placement office that the student receives assistance to the end that he or she may zero in on the most appropriate job areas and employers. Direction in the important aspects of the job campaign is provided to the student as is the opportunity to meet with employers on campus and to contact those who do not come to the college or university. In brief, it is the career planning and placement office that takes the responsibility for helping the student to find an appropriate entry opportunity--one vital outcome of the years spent in academic pursuits.

Basically, however, it is the relationship with employers in business, government, and industry and the direct responsibility for the transition from the campus to the world of work which has made the career planning and placement function the culmination of the career concept--culmination in that the transition is optimum if based on adequate preparation of the candidate. It is from these employers that part-time, summer, and/or co-op jobs may be obtained for students; it is from their feed-back that valuable information can be obtained on the relevance of courses or curricula; it is from their largesse that the financial support of many college or university programs is forthcoming; and it is to their offices, agencies, and plants that career paths for graduates lead.

Weaving together the threads of these relationships to the ultimate benefit of the student is the role that career counseling and placement should play. The degree of its attainment, however, reflects the administration's appreciation of the potential contribution which the office may make to the student and to the institution's relationship with business, government, and industry. Similarly, the success of the career planning and placement program depends upon the initiative of the incumbent director of that program as well as the support and authority provided.

It is the Council's position that many student services of the college and university should contribute their appropriate expertise to the career concept. They should cooperate and communicate to the end that the student's career progress shall begin early and be constructively developmental through the undergraduate years. But it is in the career planning and placement office that the ultimate translation of the student's preparation into employment occurs and from that office that follow-up and assessment of the career success of the graduate body must be carried out. It is the logical, responsible office for the administration of part-time, summer, and experiential work programs for the student body. For it to be charged with anything less than a pivotal role in career education on the four-year campus would be hard to defend.

In sum, the College Placement Council holds that the promise of the career education concept is a rational answer to those who would retain the validity of the liberal arts tradition yet prepare students at whatever point in the educational path they depart formal education for appropriate and rewarding careers. Considerable progress in this direction has been made and continues to be made at the primary and secondary level through generous Federal encouragement and subvention. Although Congress has acted to open the doors of Federal assistance to career planning and placement as a vital adjunct to career education, the present route to this funding is through the individual states and in competition with a host of other services. Before this can have a practical effect, new generations of college graduates may come and go under the same distressing conditions as now pertain. It would appear to be time for the career education continuum to be accepted as a national concept and for the career planning and placement function of higher education to be recognized as a vital component, deserving a rightful role and proportional support.

How the College Placement Council Serves Higher Education

By Dr. Alva C. Cooper, CPC Consultant

The College Placement Council represents a segment of career education that has been functioning for years with clearly-defined objectives and activities which contribute to the career education of college students.

The career planning and placement services are committed to assisting students early in their college experience to engage in self-analysis. This includes understanding their interests, aptitudes, values and desired life style. In addition, students are given the opportunity to learn about occupational areas and their requirements, engage in exploratory activities, learn decision-making skills, and set short and long-range goals for their post-college future.

As the culmination, during the senior year, the career planning and placement staff works with students to increase their skills in obtaining a position: the intricacies of application, selection of appropriate employers, and the conduct of the interview.

The career planning and placement service is the main point of contact with the college or university for the employing community. This has many ramifications for positive relationships for faculty and administration.

While it is important for faculty to understand and be involved in career education (and with the career planning and placement service) there can be no doubt that the prime source for assistance to all students, regardless of their major field, is the career planning and placement staff members who are the overall specialists in the relationship of education and work.

In addition to career planning and placement's involvement with all of these areas, it has a valuable contribution to make through the follow-up of graduates. The feed-back to the faculty and administration of the early employment experiences of these young men and women can be invaluable in setting the course of career education for the institution concerned.

How the College Placement Council Serves Employers

By Richard N. Stevenson, The Proctor and Gamble Company

Let me supplement Dr. Cooper's comments about the College Placement Council's relationship with the colleges by briefing you on some of the ways CPC serves employers from business, government, and industry.

I think it's safe to say that there are more employers involved in the seven regional associations and in CPC than there are career planning and placement people. These employers have learned over the years that they can carry out their responsibilities far more effectively because of services provided by CPC--such as the following:

-- Encouraging professionalism in the areas of career counseling, placement, and recruitment. This involves the publishing of standards for effective and accepted performance, codes of ethics, professional development institutes, literature pertinent to our field, and the like.

-- Providing vehicles for students to help themselves--in assessing their interests, preparing for interviews, presenting themselves to employers in person or by mail.

-- Providing supply and demand data which help us plan our recruiting activities.

-- Providing information on trends and new approaches to our work through such publications as the Journal of College Placement and a periodic newsletter.

-- Providing data on the volume of job offers currently being made and the starting rates being offered. Three times each year CPC publishes a salary survey which helps employers gage the competitiveness of the market and enables us to position ourselves with respect to starting rates.

-- Representing our interests with various governmental bodies concerned with educational/employment matters.

With support in these areas, employers benefit in several ways. They will see on campus students who meet their general specifications. There will be less wasted motion and time by employers and students. And with all parties working more effectively, there will be lower turnover and greater job satisfaction after employment.

national art education association

The NAEA representatives met twice for the purpose of examining career education and its implications for art education. The first meeting was hosted by the School Arts League of New York City and was attended additionally by members of the Art Directors of New York. The second meeting was held at the NAEA headquarters in Reston, Virginia, prior to the mini-conference with Dr. Hoyt in Washington.

In examining the issues, the dialogue with the professional community via the Art Directors was particularly helpful. Several issues were identified in the course of the meetings. They include:

1. Teacher training for art educators does not adequately prepare art teachers for the needs identified in career education. Several factors contribute to this situation. Within the training program for an art teacher, emphasis is given to the fine arts as opposed to the applied arts. In the course of that training, there is also limited interaction among those who will be artists. There are no attempts being made to otherwise acquaint future teachers to the world of work in the arts beyond teaching. Most teachers have sought teaching positions immediately following their training, few gaining any personal experience in other art careers. Artist/teachers know how to survive-by teaching - but find themselves unable to meet the needs of young students who cannot count on the teaching profession to keep them alive today.
2. Professionals in the arts are always looking for strong talent, and well trained talent. They tell us that we are not training some of the best, and not adequately preparing those who are pursuing an art career. Contributing to this is initially the lack of communication between the professional, working world of the arts and the educators. Additionally, the general public does not understand the wide range of careers available in the arts, nor the financial rewards for such work. Schools may not be identifying and encouraging young talent to pursue a career in the arts.

3. The student in the classroom most clearly articulates the problem when he asks: What are my options? How can I get there? How will I survive? Where should I go for help? What can I tell my parents?

In conclusion, there is a need to develop a realistic understanding about careers in the arts - for the artist/teacher, the student, the parent, and the general public. This should include the arts careers as they are today, and also as they are projected for the future.

Within student populations, there is a need to identify talent and to encourage it with training programs that are responsive to the challenges of the professional world. Student's aspirations should be broadened, and parents should be assisted in understanding more about the field, the need to work in the arts, and what options exist.

With the above issues in mind, the NAEA representatives make the following recommendations:

1. That teacher training and inservice programs be developed to meet the challenges of career education. Included should be information about the working world of the arts and the development of special skills necessary for implementation of career education. Also, teachers should be given exposure to the variety of training programs available to students.
2. That coursework at the university level encourage more interaction between those who would be artist/teachers and those who would be artists.
3. That a general call for information about existing programs and efforts be made in order to identify models and disseminate such information.
4. That resource materials be up-dated to be representative of the careers today - for use with students and parents.
5. That an attempt be made to communicate to the general public more about careers in the arts.
6. That mini-conferences about career education and its implications for art education be conducted in conjunction with national and regional art education meetings.
7. That the relationship between artist/teachers and artists in all other careers be strengthened, and that together they address the problems involved in attracting, training and assisting the young talent in both our secondary and postsecondary programs.

8. That the representatives of the NAEA participating in this mini-conference continue to meet in order to encourage action on the above recommendations.

To date, several developments have taken place. A seminar on career education and one on alternative careers was held as part of the national NAEA convention this April. Plans include further seminars on career education as part of the Northeast regional meeting in November 1977 and the 1978 national meeting.

The Art Directors are working with the School Arts League in New York City to up-date and rewrite the materials on careers in the arts. They are in the process of reviewing the drafts at this time.

At least two proposals have been developed for teacher training and submitted to the Office of Career Education, H.E.W. Both emphasize bringing the world of the educators together with the world of work in the arts.

national association of
elementary school principals

Statement from NAESP Study Committee on Career Education

Career education is the total effort of all educational agencies and community resources aimed at helping each student to:

1. Develop positive attitudes about himself and others,
2. Make sound decisions regarding alternatives and the inevitability of the accelerating changing career scene our society faces, and,
3. Integrate these attitudes in the pursuit of a life style which provides self-fulfillment and contributes to the work-oriented society in which he lives.

At the elementary level, career education shall be introduced through a process of infusion into the curricula and not become an additional curriculum.

Because in-service is a vital element in the success of career education, we urge state and local school districts to provide the necessary funds for such programs.

Principals should be advised of the large variety of materials available in career education and should be very selective in their use.

We recommend to teacher training institutions that they infuse career education into their preparatory programs.

We encourage local and state agencies to seek federal grants from the U.S. Office of Education under the career education program.

We commend the Federal Government for its support of career education through funding and more specifically the Department of HEW for the creation of the Office of Career Education. We look forward to the continuation of this support and the continued inclusion of the NAESP as an advisor in future programs.

The NAESP will provide a list of contact people in each state and territory. We urge state associations to assume the responsibility of involving themselves and the state contact person in the development of the infusion process (K-12) within their own state or territory.

national associatiation of state boards of education

Proposed Statement on Career Education

The still-evolving concept of career education is based upon the growing awareness that the life-long learning process is for everyone. When properly included within the education curriculum, it should make the learning process more purposeful. Career exploration opportunities must be incorporated within the regular school program so students understand how to apply their in-school education to the world-of-work and also gain insight into making more productive use of their leisure time. To accomplish this, individual courses should incorporate units of instruction that will enable students to relate career opportunities to the subject matter being studied.

It is the responsibility of each State Board of Education to define for their state, broad career education objectives and to provide information to local education agencies that will assist them in making their career education objectives an integral component of their total education program. It is the responsibility of local education agencies not only to establish such programs, but also to work constantly to attain their systematic implementation. It is the responsibility of all professional education personnel to implement ongoing instructional and guidance techniques so that career exploration is integrated into the curriculum. It is the responsibility of the private sector to assist in providing parental understanding and acceptance of career education, to encourage civic involvement and to provide community resources.

NASBE Career Education Study Committee

Louis R. Smerling
President-Elect, NASBE

Henry E. Pogue
Director-at-Large, NASBE

Catherine V.A. Smith
Director-at-Large, NASBE

Rosemary K. Clarke
Director-at-Large, NASBE

The NAVA delegation did the following:

- Recommended that the Director of Career Education meet with the members of the NAVA Materials Council during the April 24 meeting in Miami Beach. An invitation was extended by Kenton Pattie, NAVA Vice President and Educational Director. But the Director declined.
- Recommended that all career education materials at the Office of Education be reviewed for possible distribution through established commercial sources. The NAVA delegation also recommended that the Director consider adopting a system of dissemination similar to the one presently available for handicapped materials and for medical training materials. A NAVA Materials Council representative has visited the Career Education Office's library and believes that the collection is not worth pursuing. We still believe that the Director should consider ensuring that all government-funded career education programs should be offered to other school districts (disseminated) by established commercial distribution methods. The Director has indicated he is willing to discuss this possibility further.
- Recommended that the Association continue its plans for creation of information for use by guidance and other school officials in the careers area. This matter has been discussed by the NAVA Industry and Business Council and by the NAVA Publication Relations Committee. It was worked on most recently at the March, 1976, NAVA Board of Directors meeting.
- Recommended that NAVA continue its policy of supporting the Career Education bill, but that the bill be amended to broaden its scope and to ensure the proper inclusion of libraries and media resource centers.

national business education association

It was moved by Louis E. Frazier that as a result of the recommendations made by the Career Education Study Committee, NBEA create a national committee or task force to help establish NBEA's role for the effective dissemination of career education information including the development of communications links and the identification of materials worthy of dissemination and that the committee be structured in such a way as to represent the five NBEA regions and to include personnel at each of the key levels of implementation. This motion was seconded by Max R. Carrington and was unanimously approved. (NOTE: It was the intent of the motion that the remaining recommendations made by the Career Education Study Committee be given to the newly formed committee for consideration and possible implementation by the Executive Board.) The remaining recommendations are:

- The NBEA should become a major channel of communication for disseminating information about career education to business educators.
- A primary focus should be on an effective delivery system that will reach the classroom teacher. Supplementary publications might be needed to deal effectively with business education's role in career education. This could include reprints of articles and materials appearing in the BUSINESS EDUCATION FORUM.
- The 1978 convention should emphasize career education and its implementation in business education. The role of business educators in career education and guidelines for implementation should be the primary focus. Regional and state associations should be encouraged to follow through on their levels.
- Proposals should be developed that will seek funding for activities in career education, including the following:
  - (a) Teaching-learning strategies that can be used in implementing various phases of career education in business education.
  - (b) Interaction between NBEA and other associations with closely related concerns, such as AACJC.

(c) Approaches necessary to encourage and direct business educators in developing and offering support courses for other occupational preparation programs which need something different from the traditional business education courses.

Dr. Robert A. Ristau, Chairman
Business Education Department
Eastern Michigan University

Mr. Victor Van Hook
Oklahoma State Supervisor
Business Education

Dr. Lucille T. Stoddard, Chairman
Business Education Department
Utah Technical College at Provo

Dr. Alton V. Finch, Chairman
Business Education Department
The University of Mississippi

national council of teachers of mathematics

Background

The NCTM Board of Directors, at its September 1976 meeting, accepted an invitation from Applied Management Sciences to participate in a Mini-Conference on Career Education sponsored by the U.S. Office of Education. Acceptance of this invitation was contingent on the appointment of a study group to investigate the feasibility of NCTM's expanded involvement in Career Education. Subsequently the NCTM Executive Committee appointed Jim Gates, Harold Taylor, John Peterson, and Tom Denmark as members of the study group. The charge given this study group was to develop a set of action-oriented recommendations for integrating career education into the work of NCTM.

The organizational meeting of the study group was held in November, 1976. Among the issues raised at this meeting were (a) What is career education? (b) What can career education contribute to the teaching of mathematics? (c) What are the problems associated with integrating career education into the teaching of mathematics? During February, 1977 members of the study group attended a mini-conference conducted by Dr. Ken Hoyt, Director, U.S. Office of Career Education. Other educators attending this meeting were members of the study groups representing the National Council of Teachers of English and the National Science Teachers Association. Immediately following the mini-conference the NCTM Study Group met to finalize its recommendations.

Summary of Recommended Actions

The final report of the NCTM Study Group of Career Education will be submitted to the Instructional Committee at its summer meeting. Included in this report will be the following:

1. A position statement on the definition of Career Education and a recommendation that this statement be forwarded to the NCTM Board for adoption.

2. A list of several projects on career education which NCTM might undertake and a recommendation that a subcommittee of IAC be established to follow through on these or other career education activities.

It was the unanimous opinion of the members of the study group that career education is presently a major concern of mathematics educators at all levels. One motivation for this concern is the existing and pending legislation which mandates or encourages the implementation of career education programs. For this and other reasons, the study group formulated several suggestions to be sent directly to various NCTM committees and commissions. These suggestions, including the committee to which each is directed, are listed below.

Recommended Actions

1. That the Program Committee for the 1978 Annual Meeting in San Diego include a "strand" of career education sessions for all levels of instruction, including workshops where appropriate. This "strand" should be identified in the program booklet. (Note: the Instructional Affairs Committee is available for assistance in identifying speakers and/or specific topics for these sessions.)

2. That the Program Committee for the 1978 Annual Meeting in San Diego encourage teachers who have developed topics and/or strategies for incorporating career education into their courses to submit these materials for inclusion in the Serendipity of Ideas.

3. That the Headquarters Office Staff encourage commercial exhibitors at the 1978 Annual Meeting to highlight career education materials. Innovative ways of implementing this recommendation should be considered. For example, a listing of exhibitors showing career education materials might be published in the convention newsletter.

4. That the School Exhibits Committee for the 1978 Annual Meeting encourage students and teachers to submit career education related entries.

5. That the meetings Committee encourage those responsible for planning conventions scheduled for 1977-78 to incorporate the ideas included in the above suggestions (1-4) in their plans.

6. That the Commission on the Education of Teachers of Mathematics include career education among the topics to be addressed at the Inservice Education Conference being planned for Memphis, September 29 - October 1, 1977.

national council for the social studies

These documents were developed by the Career Education Study Committee of the National Council for the Social Studies. The remarks and recommendations included in the documents represent the thinking of the committee and not an official position of the National Council. No action has been taken on these documents by the NCSS Board of Directors to date.

SOCIAL STUDIES AND CAREER EDUCATION: TOWARD A RATIONALE

In the United States social studies is that portion of the general education curriculum which is primarily concerned with the preparation of the young for active, intelligent and compassionate participation in a democratic society. Its primary purposes are education for democratic citizenship, the enhancement of human dignity through learning, and a commitment to rational processes.

For many individuals in this society, the ability and willingness to participate rationally and humanely in the affairs of the state and the conduct of society, and, indeed, their very sense of worth and dignity, are intimately related to their ability to participate in satisfying and rewarding work experiences - both paid and unpaid. Career education, conceived in these terms, would have four major objectives. First would be to provide students with the basic skills, knowledge and attitudes which are preconditions to understanding of and successful participation in the world of work. Second, career education would provide the young with knowledge of the enormous range of career opportunities and a realistic appraisal of their respective requirements which are necessary for intelligent decision making. Third, it would introduce students to the larger issues of the relationships of the individual to family, jobs, career peers, supervision, to the organization as a whole, to consumers, clients and to leisure. Fourth, it would seek to enhance the dignity of work by diminishing the divisiveness of social status assigned on the basis of vocational endeavors.

Concepts from the social studies have much to contribute to career education. For example, value concepts such as human dignity, freedom and equality, loyalty, empathy, and government by consent of the governed are basic not only to social studies but to the world of work as well. Substantive concepts such as supply and demand, the modified market system, and institution provide students with organizational and analytic tools necessary to rational decision-making in many areas of life, including the world of work. Social studies can and should help students learn not only what the values of democratic citizenship are, but to understand those values in relationship to their own working lives and to choose those values which are consistent with their own aspirations. Students need to understand the nature of this society, its work-orientation and ethic, and the meaning of work, not only in social, economic and material terms, but in terms of its psychic rewards as well. Working at gainful employment is now and is likely to continue to be for many, if not most people, a primary factor in the determination of both material success and psychic fulfillment in their lives.

When career education is conceived in terms of human dignity and worth, humane and rational decision-making, and active and rewarding participation in the world of work and the conduct of the state, the relationships between it and social studies are many and profound. An individual's willingness to participate in the social and political affairs of society, indeed, often one's very ability to participate, are intimately linked to successful and rewarding participation in work experiences. There is much evidence which suggests a strong relationship between unemployment, underemployment, or boring and dehumanizing work experiences and one's sense of powerlessness and political and social alienation.

Much of the knowledge of the social studies has direct applicability to the world of work. Fundamental skills learned in social studies, such as reading, chart and graph interpretation, analysis and decision-making, are basic preconditions to gainful employment and most other purposeful activity. Social studies contains many facts about careers which are important. For example, a recent survey of 17 year-olds revealed that nearly half of them expected to go into careers in the professions. At the same time, less than 20 percent of the jobs in this society fall into that category. Again, many young people fail to find rewarding work either because they lacked knowledge of career alternatives or believed themselves shut out of desirable possible careers because of race, sex, ethnic or socio-economic backgrounds.

Social studies is not career education, nor is career education, *per se*, social studies. Social studies is concerned with helping students understand the relationship of their lives to the society as a whole and of the various parts of their lives to the whole of life. The world of work is one part of life. In the whole life cycle of an individual, work occupies less than 20 percent, and career education that aims at preparing students for that portion of life is inadequate.

Social studies has much to contribute toward career education, while career education contributes to and reinforces the goals of social studies. While the aims of the two differ, much of the knowledge is common to both. Social studies can provide knowledge, abilities, and attitudes which contribute to career education and enhance its goals. Career education can contribute to social studies by providing information and knowledge which reinforce the goals of social studies and by providing a sense of immediate relevance to the teaching of social studies.

Prepared by Dean Moore

ALTERNATIVE FUTURES
IMPLEMENTING CAREER EDUCATION IN SECONDARY SCHOOLS

ALTERNATIVE #1: IMPLEMENT STATE MODEL	ALTERNATIVE #2: RESOURCE SUPPORT FOR DECENTRALIZED APPROACH	ALTERNATIVE #3: STRUCTURAL CHANGE APPROACH	ALTERNATIVE #4: CAREER EDUCATION AS A COMPONENT OF CITIZENSHIP EDUCATION	ALTERNATIVE #5: CAREER EDUCATION AS A FUNCTION OF TEACHER OR PARENT DECISION AND/OR PROJECT FUNDING
1. USE OF STATE MODEL - ORIENTATION (GR. 7-8) - EXPLORATION (GR. 9-10) 2. USE OF EXISTING RESOURCE MATERIALS, CURRICULUM, AND STAFF. 3. USE OF GENERAL FUND MONEY IN ABSENCE OF PROJECT MONEY. 4. CURRICULUM EMPHASIS - JOB CLUSTERS - DEVELOPMENTAL AREAS - JOB SIMULATIONS - FIELD EXPERIENCE - DECISION-MAKING - WORK ETHIC ATTITUDE DEVELOPMENT 5. CENTRAL OFFICE RESPONSIBILITY FOR IMPLEMENTATION	1. USE OF MULTIPLE MODELS - OTHER STATES - OTHER SCHOOL SYSTEMS - STATE OR LOCAL MODEL 2. RESPONSIBILITY ON LOCAL SCHOOL TO CHOOSE A DIRECTION, DEVELOP, FUND, AND IMPLEMENT. 3. SECONDARY CONSULTANTS IN GENERAL SUPPORT AS TIME PERMITS. 4. CENTRAL OFFICE AS A CLEARING HOUSE - SPECIALISTS IN CAREER EDUCATION FOR INSERVICE - COLLECTION OF TEACHING AND COMMUNITY RESOURCES - MULTIPLE MODELS COLLECTED - KEEPING UP-TO-DATE ON NEW IDEAS/RESEARCH 5. GIVE SPECIAL ATTENTION TO DEVELOPING RESOURCES FOR CAREER EDUCATION AT ALTERNATIVE SCHOOLS AND OTHER SPECIAL PROGRAMS.	1. DEVELOP AND REQUIRE ACHIEVEMENT OF CAREER EDUCATION MINIMUM COMPETENCIES BY STUDENTS. 2. RECOMMEND PRE-SERVICE CAREER EDUCATION TEACHER COMPETENCIES TO LOCAL COLLEGES. 3. SEEK CHANGES FROM STATE FOR CERTIFICATION REQUIREMENTS. 4. REQUIRE CAREER EDUCATION COURSE TAUGHT BY CAREER EDUCATION TEACHER. 5. ALTERNATIVE SCHOOL WITH CAREER EDUCATION EMPHASIS 6. ENCOURAGE STATE DEPT. SEPARATION OF CAREER EDUCATION FROM VOCATIONAL. 7. STUDY FEASIBILITY OF SUB-CONTRACTING CAREER AND VOCATIONAL TRAINING TO BUSINESS AND LABOR ORGANIZATIONS. 8. GET BUSINESS SUPPORT TO HIRE TEACHERS IN THE SUMMER IN A VARIETY OF JOB EXPERIENCES. 9. REQUIRE EDUCATIONAL CONTRACTS ON CAREER EDUCATION TO INDIVIDUALIZE INSTRUCTION.	1. EMPHASIS ON DECISION-MAKING, CITIZENSHIP EDUCATION AND LEARNING SKILLS. 2. SPECIAL ATTENTION TO CAREER EDUCATION PROGRAMS WHICH ENCOURAGE SOCIAL CLASS MOBILITY AND CAREER CHANGE - AVOID CAREER EDUCATION ORIENTATION AND EXPLORATION WHICH LEAD TO TRACKING, RACISM, SEXISM, SOCIAL CLASS STAGNATION, OR WORK ETHIC INDOCTRINATION. 3. MAJOR RESPONSIBILITY FOR IMPLEMENTATION IN SOCIAL STUDIES DEPARTMENT - OTHER DISCIPLINES USE CAREER MATERIALS FOR ENRICHMENT AND SUPPORT. 4. STUDY FEASIBILITY OF ORGANIZING DEPTH CAREER AND VOCATIONAL PROGRAMS TO PREVENT RACIAL OR SEXUAL ISOLATION ON A VOLUNTARY BASIS. 5. AVOID EXTENSIVE WORK EXPERIENCE WHICH PREVENTS STUDENT HOMEWORK AND THE DEVELOPMENT OF LEARNING SKILLS.	1. INDIVIDUAL TEACHER OR PARENT DECISION ON EXTENT AND APPROPRIATENESS OF CAREER EDUCATION IMPLEMENTATION. 2. CENTRAL OFFICE WITH PRIME RESPONSIBILITY TO SEEK FUNDS, GRANTS, AND COMMUNITY RESOURCES TO SUPPORT EACH TEACHER. 3. CONTINUING DIALOGUE AND SEMINARS WITH TEACHERS, PARENTS AND COMMUNITY ON THE ISSUES AND TRENDS IN CAREER EDUCATION. 4. DAY AND EVENING T.V. PROGRAMS ON CAREER EDUCATION.

national education association

Last year, the Office of Career Education invited the NEA to bring together four teacher specialists in career education in order to study the future direction of career education in terms of the goals of the NEA. This group, the NEA Study Group on Career Education, submitted the results of its work to the NEA Instruction and Professional Development Committee for its comments and possible endorsement. In turn, this Committee made recommendations to the President of the NEA. These recommendations were accepted and those having implications for the Office of Career Education are listed below:

- Since all members of the education profession should have input into national decisions made about career education, at least three classroom teachers should be appointed by the Commissioner of Education with approval of NEA, to The National Advisory Council on Career Education.
- Since career education programs require teacher involvement, any contract or grant about career education entered into by a Federal agency and a local or state education authority or institution of higher education should also be signed by a representative of the local or state teacher organization.
- Since teachers know best what education materials on career education are needed for students, the Office of Education should provide the means for teachers to develop materials for career education programs.

Report of the NSBA Career Education Mini-Conference

The Office of Career Education, U.S. Office of Education has been conducting a series of two-day mini-conferences to foster a national dialogue on Career Education. Ten of these Mini-Conferences concern National Associations with an interest in Career Education. NSBA was invited to participate in that series. The basic purposes of the Mini-Conferences are:

1. To debate the issues;
2. To obtain clarification of the Office of Career Education's position on career education;
3. To provide suggestions and advice to the Office of Career Education;
4. To obtain further ideas and thoughts useful in making recommendations to the association the participant represents.

NSBA's Mini-Conference with Dr. Kenneth B. Hoyt, Director of the Office of Career Education, was scheduled for January 24-25, 1977 in Bethesda, Maryland. We met that day with four representatives of the Education Commission of the States and four representatives of The National Association of State Boards of Education. In order to prepare for the meeting with Dr. Hoyt, the committee held two Study Sessions, the first in conjunction with the NSBA/AASA Career Education Seminar in San Francisco, December 10-12, 1976. The second was divided into two one-day meetings, immediately preceeding and then immediately following the meeting with Dr. Hoyt. At the first Study Session, the members received an orientation to Career Education by participating in the Seminar. This was then followed by a day spent identifying the issues they felt it would be necessary to discuss with Dr. Hoyt and asked for information from staff.

The Committee next met in Bethesda, Maryland and on the fourth day of its meeting, after two days of discussion with Dr. Hoyt and with those from ECS and NASBE, they did the following four things:

1. Discussed HR 7 with August Steinhilber, Director of NSBA Division of Federal Relations, and reviewed the Bill;

2. Reviewed NSBA's Resolutions and Beliefs and Policies line by line, as they relate to Career Education;

3. Summarized what they had learned about Career Education, and

4. Drafted recommendations for this report to NSBA.

The Committee summarized what it had learned as follows:

1. Career education is a concept. It can lead to many kinds of programs, all designed to refocus the educational process and bring relevance into the classroom;

2. Career education is not vocational education; though vocational education can be considered a part of career education;

3. The implementation of career education is a grass root effort. It differs from state to state depending upon the leadership and the degree of understanding and acceptance;

4. Among the proponents of career education are parents groups (i.e. the PTA), educators, and organized business (i.e., Chamber of Commerce, National Alliance of Business). Concern has been voiced by organized labor about possible loss of jobs by senior employees to lower-paid youth, reintroduction of child labor, and non-involvement of labor at the planning level. Back-to-basics advocates have expressed concern that career education is another add-on that will detract from basic instructional programs;

5. Career education can enhance instruction in skills development;

6. In order for career education to be effective in a school district the involvement of parents, business, educators and labor is a prerequisite in planning;

7. The implementation of career education can be facilitated by the early involvement and support of school board members;

8. Career education at the school district level requires a set of goals and purposes, that is, it should effect school board policy.

9. Career education has never been tightly defined; therefore, school boards can, and should exercise a great deal of creativity in implementing the career education concept.

10. Some legal problems have been identified, such as compensation for students during career exploration and the question of who is liable when students are using community resources, which districts must consider;

11. Career education places a new perspective on each department within a school, but particularly the counseling service which must assist with career development, skills development, vocational aptitude and potential placement;

12. There is a piece of legislation, H.R. 7, that was introduced on January 4, 1977, by Congressman Perkins and 17 other members of Congress to provide a blueprint for career education. The Committee has reviewed the Bill line by line with Dr. Steinhilber and found it basically to be a commendable bill. It outlines a sensible strategy for increasing local school districts' involvement in career education at modest cost. It provides for most of the funds to go to local districts. However, the Committee discussed the following concerns:

    (A) We are concerned that the Bill requires each state to adopt a statement of policy stating that career education is of prime importance in elementary and secondary education within the state. We believe this detracts from a state's ability to establish its own priorities.

    (B) We are concerned that the Bill mandates that each state education agency employ a state coordinator of career education and dictates who that person shall report to and their qualifications. Again, this appears to be an unwarranted intervention on the part of the Federal Government.

    (C) Lastly, we are concerned with those sections that deal with the incorporation of funds for non-public school. We find this not to be in accord with NSBA's Policy 1.3 dealing with "Separation of Church and State."

    These concerns were communicated to the Office of Federal Relations in advance of NSBA's testimony on H.R. 7.

In light of what it has learned, the Committee makes the following recommendations:

1. NSBA should continue to support and urge its state associations to continue to support career education. Career education is a desirable concept and one which particularly requires school board involvement if it is to succeed.

The committee discussed with its staff the kinds of activities that might be proposed to the Office of Career Education to make this possible. Because the Committee was impressed with the NSBA/AASA Career Education Seminars, it suggested finding ways to enable state associations to capitalize on these Seminars.

2. NSBA's Career Education policy statement should be revised.

The first paragraph in the present Resolution gives no reason why school boards should be enthused about career education. There are two reasons, the importance of school and the importance of work which should be linked.

Paragraph two of the NSBA Resolution discusses only a portion of what is generally considered career education and fails to mention the two aspects most pertinent to school boards, that is that career education enhances student learning generally, because it motivates students who might not otherwise be motivated, and that career education gives schools a way and a need to involve the community in the education of children.

Paragraph three of the NSBA Resolution discusses minimum wage and child labor laws. These are not related to current discussions of career education and raising these topics unnecessarily disturbs organized labor. Because it is simply not necessary, and possibly counter-productive, we recommend this paragraph be deleted.

Accordingly, we propose a two-paragraph Resolution which says:

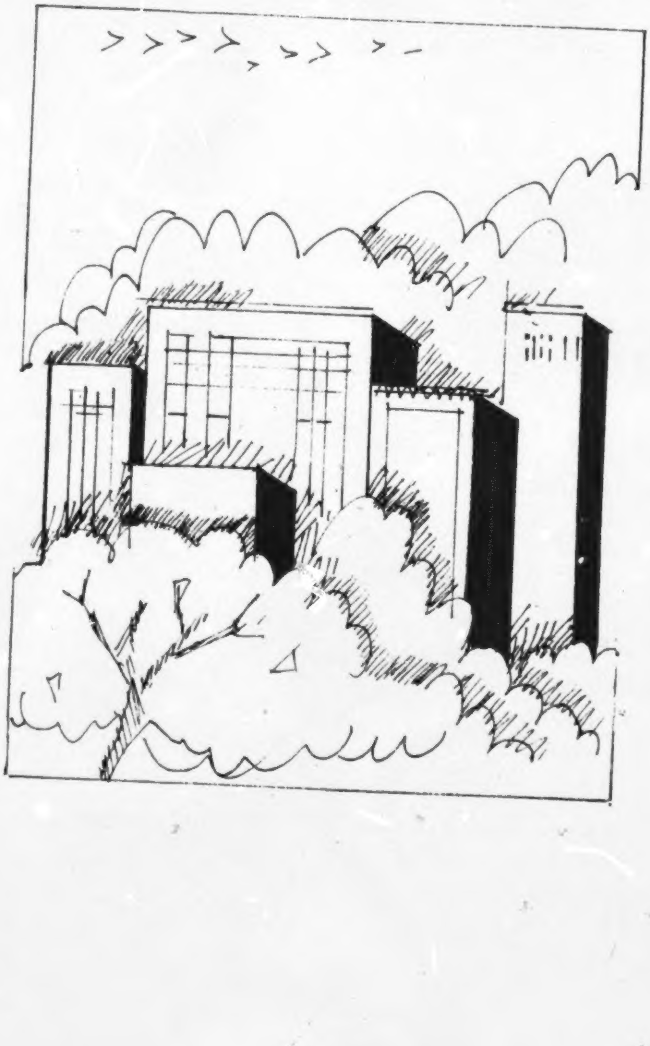
COMPREHENSIVE CAREER EDUCATION

In recognition of the prime importance of work in our society and in recognition of the role that the schools play in the lives of all Americans, the National School Boards Association believes that the constructive attitudes and concepts involving the dignity of all kinds of work should be woven into existing curriculum beginning with the primary grades.

NSBA also believes that career education, which combines academic subjects and an exposure of students to the world of work, should improve the learning process for most students. Also, it is desirable to involve community resources to provide career exploration for students.

3. The Committee suggests that the Resolution on career education should follow immediately in sequence after the policy on Curriculum Flexibility because many of the items advocated in that policy (4.3.2) are considered career education concepts.

Rayma Page, Chairperson
Omar Blair
Pamela Neal
Richard Ornauer



roster of associations

ROSTER OF ASSOCIATIONS

The following associations established Career Education Study Committees and participated in the Career Education Mini-Conferences:

CONFERENCE ONE

American Federation of Teachers
11 Dupont Circle, N.W.
Washington, D.C. 20036
(202) 797-4400

Association for Supervision and Curriculum Development
1701 K Street, N.W.
Suite 1100
Washington, D.C. 20006
(202) 467-6480

CONFERENCE TWO

Education Commission of the States
Lincoln Tower Building
1860 Lincoln Street
Suite 300
Denver, Colorado 80295
(303) 893-5200

National Association of State Boards of Education
810 Lincoln Tower
1860 Lincoln Street
Denver, Colorado 80295
(303) 861-0911

National School Boards Association
1055 Thomas Jefferson Street, N.W.
Washington, D.C. 20007
(202) 337-7666

CONFERENCE THREE

Adult Education Association of the U.S.A.
810 18th Street, N.W.
Washington, D.C. 20006
(202) 347-9574

American Association of Community and Junior Colleges
1 Dupont Circle, N.W.
Suite 410
Washington, D.C. 20036
(202) 293-7050

National Business Education Association
1906 Association Drive
Reston, Virginia 22091
(703) 860-0213

CONFERENCE FOUR

American Council on the Teaching of Foreign Languages
62 Fifth Avenue
New York, New York 10011
(212) 741-7868

National Art Education Association
1916 Association Drive
Reston, Virginia 22091
(703) 620-3855

National Council for the Social Studies
2030 M Street, N.W.
Suite 406
Washington, D.C. 20036
(202) 269-0760

CONFERENCE FIVE

National Council of Teachers of English
1111 Kenyon Road
Urbana, Illinois 61801
(217) 328-3870

National Council of Teachers of Mathematics
1906 Association Drive
Reston, Virginia 22091
(703) 620-9840

National Science Teachers Association
1742 Connecticut Avenue, N.W.
Washington, D.C. 20009
(202) 265-4150

CONFERENCE SIX

American Alliance for Health, P.E. and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036
(202) 833-5530

American Library Association
50 E. Huron Street
Chicago, Illinois 60611
(312) 944-6780

National Audio-Visual Association
3150 Spring Street
Fairfax, Virginia 22030
(703) 273-7200

CONFERENCE SEVEN

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
(202) 483-4633

American Vocational Association
1510 H Street, N.W.
Washington, D.C. 20005
(202) 737-3722

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
(703) 620-3660

CONFERENCE EIGHT

American Association of
School Administrators
1801 North Moore Street
Arlington, Virginia 22203
(703) 528-0700

National Association of
Elementary School Principals
1801 North Moore Street
Arlington, Virginia 22209
(703) 528-6000

National Association of Secondary School
Principals
1904 Association Drive
Reston, Virginia 22091
(703) 860-0200

CONFERENCE NINE

American Association of
Colleges for Teacher
Education
1 Dupont Circle, N.W.
Suite 610
Washington, D.C. 20036
(202) 293-2450

American Association of State
Colleges and Universities
1 Dupont Circle, N.W.
Suite 700
Washington, D.C. 20036
(202) 293-7070

College Placement Council
65 E. Elizabeth Avenue
P.O. Box 2263
Bethlehem, Pennsylvania 18001
(215) 868-1421

In addition, the National Education Association, 1201 16th Street, N.W., Washington, D.C. 20036, established a study committee. The recommendations of that group are included in the Association Study Committee Reports.

roster of participants

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